DOCUMENT RESUME

ED 300 483 UD 026 465

AUTHOR McClung, Jacquetta J.; And Others
TITLE A Study To Identify Factors That Contribute to Black Student Withdrawal at Clemson University.
INSTITUTION Clemson Univ., SC. Marketing Dept.
SPONS AGENCY South Carolina Commission on Higher Education, Columbia.
PUB DATE Aug 88
NOTE 144p.; A report of research completed under the Institutional Grants Program for Student Retention Activities.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Academic Persistence; *Black Education; *Black Students; College Graduates; *College Students; *Dropout Characteristics; Dropout Research; Dropouts; Higher Education; Racial Differences; Rural Schools; *School Holding Power; Student Characteristics
IDENTIFIERS *Clemson University SC

ABSTRACT

This study identifies factors associated with black undergraduate students who graduated and those who withdrew from Clemson University (South Carolina), a predominantly white, rural university. The sample consisted of all (838) black undergraduates who had graduated or withdrawn from Clemson after 1979. The study examined student history data from the University data base and information on the college experience at Clemson, based on telephone interviews with 408 former students. Student history data indicated that females were academically more qualified than males; and that Scholastic Aptitude Test (SAT) scores, high school class standing, class rank, and grade point averages could be used as indicators of success. The major aspects of college experience identified as significant indicators of success included involvement in campus organizations and activities, and positive interaction with faculty and staff. The major reasons cited by former students for Clemson's higher dropout rate of blacks included the following: (1) isolated location; (2) small black community; and (3) lack of cultural outlets. Statistical data are included on seven charts and graphs, and 29 tables. A six-page list of references is also included. The appendices include University Enrollment Statistics; MANOVA and Mean Tables of History Factors; the Questionnaire for Students Who Graduated; the Questionnaire for Students Who Withdrew; Frequency Table of History Factors-Sample Population; and Frequency Table of History Factors and College Experience of Respondents. (FMW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

11-1-88 UD

ED300483

A STUDY TO IDENTIFY FACTORS THAT CONTRIBUTE TO BLACK STUDENT WITHDRAWAL AT CLEMSON UNIVERSITY

MARKETING DEPARTMENT
CLEMSON UNIVERSITY

Jacquetta J. McClung, Ph.D.
Project Director

Gerald L. Waddle, Ph.D.
Co-Investigator, and

Carmen V. Harris
Graduate Assistant

A Report of Research Completed
under the Institutional Grants Program for
Student Retention Activities
South Carolina Commission on Higher Education

August, 1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jacquetta J. McClung
Clemson Univ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD036465

BEST COPY AVAILABLE

TABLE OF CONTENTS

ACKNOWLEDGEMENTS iii

LIST OF FIGURES v

LIST OF TABLES vi

ABSTRACT ix

INTRODUCTION
- Statement of the Problem 4
- Purpose of the Study 4
- Research on College Attrition and Retention 5
- Significance of the Study 6
- Design of the Study 7
- Survey Instrument and Data Collection 8
- Subjects of the Study 10
- Data Analyses and Statistical Procedures 11

RESULTS OF HISTORY FACTORS
- Sex and Residency 12
- Academic History by Sex and Residency 14
  - SAT Scores by Sex 16
  - SAT Scores by Residency 16
  - High School Class Statistics by Sex 18
  - High School Class Statistics by Residency 19
  - Grade Point Averages by Sex 20
  - Grade Point Averages by Residency 21
- History Profile of Respondents 21
- College of Major 23

RESULTS OF COLLEGE EXPERIENCE
- Reasons for Attending Clemson University 25
- Housing and Living Arrangements 26
- Social Life 28
- Participation in Campus Activities 29
- Curriculum Interest 32
- Interactions with Faculty, Staff, and Students 33
- Support Services 37
- Racial Discrimination 40
- Personal Feelings Attributed to University Experience 44
- Opinions on Race and Race Relations 45
- Pre-College Experiences 46
- Students' Reasons for Clemson's High Black Dropout Rates 50
- Other Educational Experience 53

SUMMARY AND CONCLUSIONS 54

REFERENCES 60

Table of Contents

APPENDICES:
A - University Enrollment Statistics
B - MANOVA and Mean Tables
C - Questionnaire for Students Who Graduated
D - Questionnaire for Students Who Withdrew
E - Frequency Table of History Factors - Sample Population
F - Frequency Table of History Factors and College Experience of Respondents

ACKNOWLEDGMENTS

The interest and concern of various people initiated this search to better understand the underlying factors that encourage or hinder academic persistence among the black student population at Clemson. The success of the telephone survey would not have been possible without Carmen Harris and Connie Rollinson who spent many hours on the telephone. Entering and processing the data required the patience of Steve Jeng. Special acknowledgment goes to Carmen Harris who worked beyond the call of duty to gather the data and to complete the report. The encouragement and support of Dr. Gerald L. Waddle helped to overcome obstacles encountered in completing this project. His suggestion to attend the retention workshop enabled the research proposal to be submitted.

The University administration and several people throughout the campus provided valuable assistance and advice throughout the project. Walter Mayfield provided the student history data. Betty Campbell in the Dean's office in the College of Commerce & Industry kept the required paperwork for the University in order. The typing assistance of Betty Woodall and Nancy Rochester is also appreciated. Interested colleagues provided helpful input in reviewing the final manuscript, and Dr. Corinne Sawyer provided invaluable editing expertise. Gratitude is expressed to all.

The cooperation of Dr. Michael Welsh of the University of South Carolina and the replication of his study made the preliminary work

easier. Suggestions of Julia Wells were helpful in writing the proposal. The study would not have been possible without the funding from the Commission on Higher Education.

Finally, special gratitude is expressed to the former students who shared their experience and insights that will help future black students at Clemson University.

J.J.M.

LIST OF FIGURES

Figure		Page
1	Framework for Study	9
2	Total SAT Scores of Freshmen Students at Clemson University	14
3	Reasons for Attending Clemson University, As Given By Black Respondents Who Graduated or Withdrew After 1979	25
4	Helpful Offices, Programs, and Organizations to Black Students Who Graduated or Withdrew After 1979	38
5	Areas of Racial Discrimination Felt at Clemson University By Black Student Respondents Who Graduated or Withdrew After 1979	41
6	Reasons for Higher Dropout Rates at Clemson As Cited By Black Student Respondents Who Graduated or Withdrew After 1979	50
7	Flowchart of Factors Positively Affecting Persistence of Black Students at Clemson University	58

LIST OF TABLES

Table		Page
1	Graduation Rates by Sex of Sample Population of Black Students Who Graduated or Withdrew After 1979	13
2	Graduation Rates by Residency of Sample Population of Black Students Who Graduated or Withdrew After 1979	13
3	Mean Comparisons of SAT Scores, High School Class, and Grade Point Averages of Sample Population of Black Students at Clemson Who Graduated or Withdrew After 1979	16
4	Mean Comparisons of SAT Scores by Sex of Sample Population of Black Students Who Graduated or Withdrew After 1979	17
5	Mean Comparisons of SAT Scores by Residency of Sample Population of Black Students Who Graduated or Withdrew After 1979	17
6	Mean Comparisons of High School Class by Sex of Sample Population of Black Students Who Graduated or Withdrew After 1979	18
7	Mean Comparisons of High School Class by Residency of Sample Population of Black Students Who Graduated or Withdrew After 1979	19
8	Mean Comparisons of Grade Point Averages by Sex of Sample Population of Black Students Who Graduated or Withdrew After 1979	20
9	Mean Comparisons of Grade Point Averages by Residency of Sample Population of Black Students Who Graduated or Withdrew After 1979	21
10	Sex and Residency of Black Students at Clemson Comparison of Sample Population and Respondents Who Graduated or Withdrew After 1979	22
11	Mean SAT Scores of Black Students at Clemson Comparison of Sample Population and Respondents Who Graduated or Withdrew After 1979	22
12	Predicted and Actual Grade Point Averages of Black Students at Clemson, Comparison of Sample Population and Respondents Who Graduated or Withdrew After 1979 ...	23

Table		Page
13	Graduation Rates by College of Major of Sample Population of Black Students Who Graduated or Withdrew After 1979	24
14	Housing and Living Arrangements of Black Student Respondents Who Graduated or Withdrew After 1979	27
15	Social Life of Black Students at Clemson University Responses of Black Student Respondents Who Graduated or Withdrew After 1979	29
16	Participation in Campus Activities and Organizations of Black Student Respondents Who Graduated or Withdrew After 1979	30
17	Campus Activities and Organizations, In Order of Involvement by Black Student Respondents Who Graduated or Withdrew After 1979	31
18	Curriculum Interests of Black Student Respondents Who Graduated or Withdrew After 1979	32
19	Interactions With Faculty and Staff by Black Student Respondents Who Graduated or Withdrew After 1979	34
20	Attempts of Faculty, Staff, and Students to Bring Black Students Into Mainstream of Student Life, Black Student Respondents Who Graduated or Withdrew After 1979	36
21	Relations With White Faculty, Staff, and Students Reported as Excellent or Good by Black Student Respondents Who Graduated or Withdrew After 1979	36
22	Support Services Used by Black Student Respondents Who Graduated or Withdrew After 1979	37
23	Major Sources of Funding for College Education of Black Student Respondents Who Graduated or Withdrew After 1979	39
24	Racial Discrimination Felt by Black Students at Clemson University, Respondents Who Graduated or Withdrew After 1979	43
25	Personal Feelings Attributed to University Experience As Expressed by Black Student Respondents Who Graduated or Withdrew After 1979	45

Table		Page
26	Opinions on Race Relations As Expressed by Black Student Respondents Who Graduated or Withdrew After 1979	47
27	Pre-College Experiences of Black Student Respondents Who Graduated or Withdrew After 1979	49
28	Reasons for Clemson's Higher Black Student Dropout Rate As Explained by Black Student Respondents Who Graduated or Withdrew After 1979	52
29	Factors Contributing to Success at New University As Reported by Black Student Respondents Who Withdrew After 1979	53

ABSTRACT

A Study to Identify Factors That Contribute to Black Student Withdrawal at Clemson University

Jacquetta J. McClung
Gerald L. Waddle
Carmen V. Harris

The purpose of the study was to identify factors associated with black undergraduate students who graduated and those who withdrew from Clemson University, a predominantly white university located in a rural environment.

The sample population consisted of all former black undergraduate students (838) who had graduated or withdrawn from Clemson University after 1979. In the first phase of the study, student history information was obtained from the University data base. The second phase involved a telephone interview with each former student to obtain information about the college experience at Clemson (408 interviews were completed). The general research questions addressed were: What fixed factors (involving the students' academic history), and what non-fixed factors (involving the students' college experiences) are associated with black students who graduate or withdraw from Clemson University? The students academic history included sex, residency, SAT scores, high school class standing, class rank, predicted college grade point average, and actual college grade point average. The college experiences included 12 areas of college life and one area of pre-college life.

In terms of student history, the findings were that black females were academically more qualified than black males and the graduation

rates reflected this characteristic. This was also true for black students who resided within the state of South Carolina. The students who graduated ranked higher on SAT scores, high school class standing, class rank, and predicted and actual grade point averages. Only the size of the high school class was not found to be a differentiating characteristic between black students who withdrew and those who graduated.

In terms of college experiences, two major areas were identified as significant indicators of the students' likelihood of success. Student involvement in campus organizations and activities, not necessarily predominantly black, was significantly greater for black students who graduated than for those who withdrew. Positive interaction with faculty and staff, of either or both races, in a classroom or advising capacity was greater for the black students who graduated. The result was a chain reaction flow of "social integration." Black students who were actively involved and established good relations with faculty, staff, and other students developed a more positive attitude toward themselves and toward their university experience.

The major reason for Clemson's higher dropout rate, as cited by former students, was related to the social and cultural aspects of the campus environment. The isolated, rural location, the small size of the local black community, and the lack of convenient cultural outlets combined to negatively affect the quality of the campus environment for black students at Clemson.

Introduction

Clemson University is a land-grant, state supported university. As such a university, its mission is seen as being teaching, research, and service. This mission is primarily directed toward the benefit of the people of the State of South Carolina whose tax monies are a major source of funding for the University.

Evidence of research success at Clemson is readily known. The agricultural college is continually developing improved strains of ornamental and food producing plants. The engineering college has assisted advances in building and road construction, computer design and the development and implantation of prostheses. These are but a few examples.

Evidence of service is not difficult to find. The commerce and industry college has assisted individual businesses and the textile industry to deal with problems in management, marketing, product development and other areas. The nursing college provides a public health clinic to the benefit of many people who utilize its services. Again, these are few of the many examples which could be drawn upon.

Student enrollments at Clemson have been increasing over the years. Faculty members have received recognition from various sources for teaching excellence, and the graduates are well respected and sought after by employers. These are all evidence of achievement in the teaching portion of the University mission. Of course, detractors can and do criticize Clemson in its performances in teaching, research, and service. Greater productivity in both quantity and quality is desirable

in all areas of the mission. There is always room for improvement. It seems that in recent years the University administration has placed the greatest emphasis on faculty research productivity. This is not unwarranted. Such output will be of definite benefit to the people of South Carolina and the nation. It has been shown that when research is neglected, economic advancement will fall behind those companies, industries, or countries where research has been encouraged. Particularly, the long run effects are notable.

One problem that has been coming to the forefront recently at Clemson University and other universities in South Carolina is relevant to the teaching mission. In 1981 the United States Department of Education sent a letter to the then Governor of South Carolina, Richard Riley. This letter stated that a review of the South Carolina higher education system had been made and that evidence of racial segregation had been found. Based on 1978 data on senior institutions, the review found that "the eleven traditionally white institutions were 91.4 percent white and enrolled approximately 99.9 percent of all white undergraduate students enrolled in senior institutions." Based on this same data it was stated that South Carolina State College, a traditionally black institution, had a 98.6 percent black enrollment.

The letter continued by stating that "the State of South Carolina must take action to desegregate its public higher education system." The implication was that more white students should attend South Carolina State College and more black students should be enrolled in the traditionally white, senior institutions.

Clemson University was a primary source of concern in relation to the above problem. For the Fall of 1981, black students comprised 2.5 percent of the undergraduate student body. This was the lowest percentage of all of the senior institutions.

A special emphasis on recruitment of black students at Clemson University has slowly been improving the situation. By 1986 the black student enrollment at Clemson was 5.47 percent. This program should continue to receive a high priority backing. But there is another problem that recruitment efforts do not deal with. In order for black student enrollments to increase at desired rates, those students, once recruited, must remain enrolled until they complete their degree program. Only in this way will they be able to truly benefit from the educational opportunities at Clemson University.

The incidence of black students withdrawing from Clemson before completing a degree (the attrition rate) is notably higher for black students than for white students. Beginning with the freshman class of 1984, "cohort" studies have been made. These studies track the students of a particular entering class through their years at Clemson. Each class since 1984 has been tracked. For the class which enrolled in Clemson in 1984, after three years 74.8 percent of the white students remained enrolled while only 60 percent of the black students remained enrolled ... a 14.8 percentage point difference. For the entering class of 1985, after two years 76.6 percent of the white students and 68.7 percent of the black students remained enrolled ... a 7.9 percentage point difference. For the entering class of 1986, after one year 84.2 percent of the white and 82.3 percent of the black students remained

enrolled ... a 1.9 percentage point difference. Actions must be taken to reduce the withdrawal rate of black undergraduate students at Clemson University. Or, from a more positive standpoint, actions must be taken to increase the graduation rate of black undergraduate students at Clemson University. But before any actions can be taken it must be determined what factors contribute to the withdrawal rate, and conversely, what factors contribute to the graduation success rate of black students. Only then can the appropriate actions be determined.

Statement of the Problem

The problem was then to not only identify the factors that were significant in encouraging or hindering persistence, but to identify those factors that were basically uncontrollable by the University (fixed factors involving the students' academic history), and to identify those factors over which the University might exert some control (non-fixed factors involving the students' college experience). The specific research questions addressed were:

1. What student history factors are associated with black students who graduate from Clemson University?
2. What college experience factors are associated with black students who graduate from Clemson University?
3. What student history factors are associated with black students who withdraw from Clemson University?
4. What college experience factors are associated with black students who withdraw form Clemson University?

Purpose of the Study

The purpose of the study was to determine why the withdrawal rate is greater for black students than for white students at Clemson

University. It is necessary that these controllable and uncontrollable factors be known as a first step toward developing effective activities, methods, and programs to reduce the rate of withdrawal of black students. If successful, such efforts will assist in meeting the goal of increasing black student enrollments at Clemson.

Once completed, the findings of this study will be reported to the South Carolina Commission on Higher Education and disseminated to the public institutions of higher education in the state. The expectation is that this study, when considered in conjunction with the related study at the University of South Carolina -- Columbia (hereafter referred to as the USC Study), can be used in developing programs to improve enrollments and graduation rates of black students in the overall South Carolina higher education system.

Research on College Attrition and Retention

The literature abounds with research on issues related to persistence and withdrawal of university students, yet the problems remain. Pioneers such as Alexander W. Astin and Charles V. Willie were among the first to address the issue of minority attrition. Pantages and Creedon (1978) reviewed twenty-five years of research findings from 1950 to 1975 and provided useful information for colleges and universities attempting to deal with the attrition problem. The influx of minorities to college campuses during the 1960s and 1970s added new dimensions to the attrition/retention issue. And it became evident that research on persistence was incomplete: the unique problems associated with being non-white on a predominantly white campus had not been addressed.

The mid-1970s concern about declining college enrollment, particularly among minorities, led to a search for ways to recruit and retain these students. Since that time, there have been numerous studies that deal with minority retention (see references). In general, current studies of academic persistence rarely ignore the minority facet of the retention equation.

Of particular significance in this research, as noted by Welsh (1987), is a shift in the focus of persistence research from attempting to determine why students leave college to trying to understand how institutions help or hinder the persistence of students. This research shift has expanded retention studies beyond students' fixed academic factors to non-fixed factors involving the total campus environment. The result is that rather than focusing entirely on the quality of the minority students, the quality of the university is being examined with emphasis on how it provides a total educational experience that encourages rather than discourages persistence.

Significance of the Study

The disparity between black and white student dropout rates at Clemson University is consistent with that described in the national literature. The dwindling black presence on many college campuses today (Staples, 1986) seems to indicate that despite legislative acts and judicial decisions, the "national goal of providing ethnic minorities with equal access to quality institutions of higher education and opportunities for academic success has yet to be realized" (Loo & Rolison, 1986). Dr. Francine McNairy (1987 Retention Workshop) pointed

out that although 72 percent of black students enrolling in higher education enroll in white schools, 50 percent of these never graduate. In spite of an abundance of previous retention studies such as Astin's study (1975) that identified reasons for dropping out of college, the retention problem still exists. Therefore, studies such as the USC Study (Welsh, 1987) on a campus where retention rates are atypically high can suggest the importance of that predominantly white campus being located in an urban environment.

The primary significance of this present study is three-fold: (1) the study identifies factors involving the college experience that contributed to black student dropout from two student perspectives--students who graduated and students who withdrew from Clemson University; (2) the study identifies fixed and non-fixed characteristics associated with persistence of black students at the University; and (3) where applicable, a comparison of these findings of a predominantly white campus located in a relatively isolated, rural geographic location is made to the USC Study involving an urban campus environment. The findings of both studies could enhance understanding of the retention problem and lead to remedies that reduce the dropout rate of black students at predominantly white universities with similar campus environments. The findings could also pinpoint problems common among black students in dissimilar campus environments.

Design of the Study

The framework for the study (see Figure 1) involved identifying academic factors of student history (fixed factors) and factors of the

college experience (non-fixed factors) associated with persistence. As much as possible, this study attempted to replicate the USC Study for comparison purposes; however, the format of the history factors was expanded to provide additional analyses. In addition to comparing graduation rates, SAT scores, and grade point averages of the students who graduated and those who withdrew, eight academic characteristics were compared by sex and residency as to their association with the persistence of these two groups of students.

Survey Instrument and Data Collection. The student history information (fixed factors) was obtained from the Clemson data base; a questionnaire was used to obtain the "non-fixed" information about the college experience. The student information paralleled the USC Study (1987) which examined retention characteristics identified from the literature review of Lenning, Sauer, and Beal (1980). This review included "fixed" factors of student academic history such as SAT scores, and predicted grade point average. The "non-fixed" included social isolation, alienation, loneliness, racial prejudice, faculty-student relations, academic preparation, and curriculum. The questionnaire used to obtain "non-fixed" information for the USC Study was based on the retention characteristics identified in the literature review. This questionnaire was edited to adapt to Clemson University, and to remove or change questions identified as "confusing" by Welsh. Except for one short section, the questionnaire was the same for both groups of students. The students who had withdrawn were asked if they had transferred to another university, whether or not they had graduated, and what factors helped them to succeed at their new college. Students

Figure 1

Framework for Study

FACTORS
....Associated With ....
PERSISTENCE/NON-PERSISTENCE

History Factors

- ☐ Sex
- ☐ Residency
- ☐ Year Enrolled
- ☐ College of major

Academic History:

- ☐ Verbal scores
- ☐ Math scores
- ☐ SAT scores
- ☐ Class standing
- ☐ Class size
- ☐ Class rank
- ☐ Predicted GPA
- ☐ Actual GPA

BLACK STUDENTS WHO GRADUATED OR WITHDREW

College Experience

- ☐ Reasons for attending the University
- ☐ Housing and living arrangements
- ☐ Social life
- ☐ Participation in campus activities
- ☐ Curriculum interests
- ☐ Interactions with faculty, staff, and students
- ☐ Support services
- ☐ Racial discrimination
- ☐ Personal feelings attributed to University experience
- ☐ Opinions on race and race relations
- ☐ Pre-college experiences
- ☐ Students' reasons for University drop-out rate
- ☐ Other educational experiences

who had graduated were asked if they had attended graduate school, and where they attended, or if they had future plans to attend graduate school.

For the current study (and the USC Study) the collection of data involved two phases. The first phase involved assessing student history information from the Clemson data base. The history information included 12 characteristics: sex, residency, college of major, date enrolled, verbal score, math score, total SAT score, class standing, class size, class rank, predicted grade point average, and actual grade point average.

The second phase of data collection involved a telephone interview with each former student (who graduated or withdrew) to obtain information about the college experience at Clemson. The non-fixed factors about the college experience covered 13 related topic areas involving reasons for attending Clemson; housing and living arrangements; social life; participation in campus activities; curriculum interests; interactions with faculty, staff, and students; support services utilized; racial discrimination; personal feelings attributed to the college experience; opinions on race and race relations; pre-college experience; students' explanation of reasons for the University's higher drop-out rate for black students; and other educational experiences.

Subjects of the Study. The sample population included all black students who had graduated or withdrawn from the University from 1980 through the summer of 1987. This was the earliest date that the student history information was available from the Clemson data base. While the exit status of the students could be identified, actual cohort tracking

did not begin until the Fall semester of 1984. The student history for 975 black students was made available for the study. For purposes of analyses, only undergraduate students were included. After eliminating 137 graduate students, the total population included 838 black undergraduate students, 312 (37.2%) who had graduated and 526 (62.8%) who had withdrawn from the University. Fifty-seven percent were males and 43 percent were females. The majority (83%) were from the state of South Carolina; 17 percent were out-of-state students.

Telephone calls were attempted for the entire sample population. Questionnaires for 408 undergraduate students were completed at a completion rate of 48.7 percent. A total of 232 questionnaires were completed of the students who had graduated (74.4% completion rate) and 176 were completed of the students who had withdrawn (33.5% completion rate) from the University during the time period specified.

Data Analyses and Statistical Procedures. The first phase of the analyses examined the history factors of the sample population. Chi-square analyses were used for the categorical variables involving student history. Multivariate analyses of variance were used for the interval variables involving students' academic history; the analyses were by sex and residency and compared the students who graduated and students who withdrew. The final part of this phase compared the academic characteristics of the respondents to the sample population.

The second phase of the analyses examined the college experiences of the respondents. Chi-square analyses compared students who graduated and students who withdrew on categorical variables to evaluate the effect of non-fixed factors on student persistence.

History Factors of Black Students at Clemson University Who Graduated or Withdrew After 1979

The first part of the study involved analyzing the student history factors of the sample population that were identified with persistence to graduation. First, graduation rates distributed by sex and residency were examined. Then the academic history factors of students who graduated were compared with the students who withdrew according to sex and residency.

As previously stated, cohort tracking did not begin until Fall 1984, but the year of enrollment could be identified for the sample population of students who had graduated or withdrawn from the University. Allowing adequate time for graduation, surrogate cohort years could be developed. The years 1978, 1979, 1980, and 1981 allowed at least six years for graduation and served as surrogate cohorts to examine graduation rates by sex and residency for the sample population.

Sex and Residency

The composition of the student body by gender at Clemson is about 57 percent male and 43 percent female. This ratio was about the same for minority students at the University (see Appendix A.1) and for the sample population of black students (see Appendix A.4). However, in terms of graduation, the situation was reversed for the sample population of black males and females in the surrogate cohort years. The overall graduation rate for black females was 68 percent compared to 50 percent for black males, and was statistically significant in 1980 (see Table 1).

Table 1

Graduation Rates by Sex
of Sample Population of Black Students
Who Graduated or Withdrew After 1979

Year Enrolled	N	Graduation Rates (%) Male	Female	X^2
1978	43	46.15	64.71	1.422
1979	64	59.52	68.18	0.462
1980	90	34.69	65.85	8.674***
1981	91	58.93	71.43	1.456
Total	288	50.29	67.83	8.683***

***Significant at 0.01 level.

Students who reside within the state make up about 70 percent of the University's student enrollment (see Appendix A.2). For the sample population, the number of in-state students was higher at 82 percent (see Appendix A.4). For the surrogate cohort years, the overall graduation rates were higher for the in-state students; however, 1978 was the only year to reach significance (see Table 2).

Table 2

Graduation Rates by Residency
of Sample Population of Black Students
Who Graduated or Withdrew After 1979

Year Enrolled	N	Graduation Rates (%) In-State	Out-of-State	X^2
1978	43	61.76	22.22	4.473**
1979	64	61.11	70.00	0.284
1980	89	51.39	41.18	0.574
1981	91	64.56	58.33	0.175
Total	287	59.41	47.92	2.162

**Significant at 0.05 level.

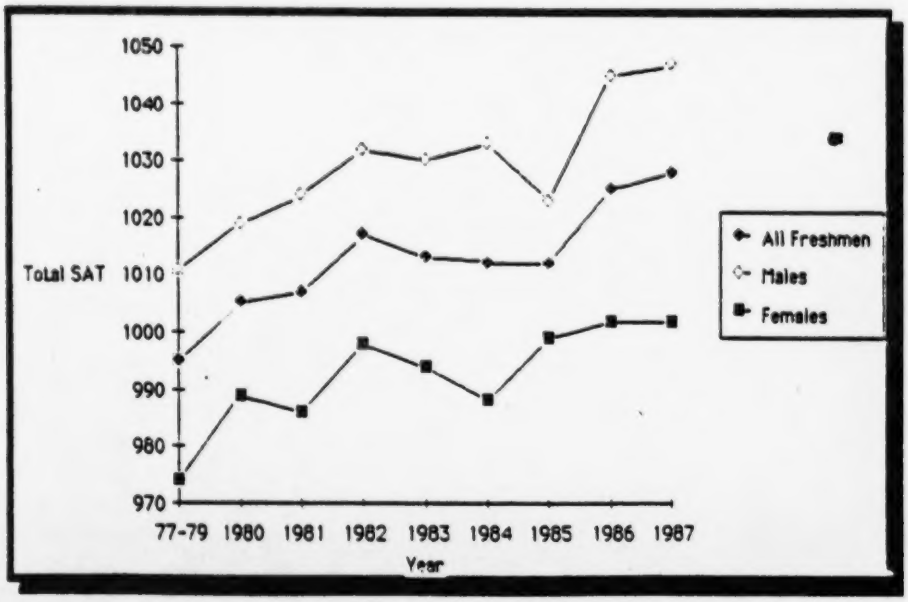
Academic History by Sex and Residency

The student high school class standing and class size, the SAT scores, the grade point average as predicted by the University, and the actual grade point average at exit from the University are related indicators of academic performance. These academic characteristics were examined collectively by sex and residency to determine their influence on graduation rates.

The academic credentials in terms of SAT scores have steadily increased at Clemson (see Appendix A.3). As shown in Figure 2, the total SAT scores for males exceeded the total SAT scores for females. However, for the sample population of black students who graduated or withdrew from Clemson, the average SAT scores, including the verbal and math scores, were greater for black females than for the black males (see Appendix A.5).

Figure 2

Total SAT Scores of Freshmen Students at Clemson University



Approximately 25 percent of SAT scores and information on high school performance was not available, mostly in reference to transfer students from whom this information is not required at Clemson. For analyses of the eight academic characteristics (verbal SAT score, math SAT score, total SAT, high school class standing, class size, class rank, predicted grade point average, and actual college grade point average), observations were excluded that did not include these eight characteristics. For purposes of the multivariate tests, 589 observations were usable for the analyses by sex, and 588 observations were usable for the analyses by residency.

Seven of the eight academic characteristics were significant at the 0.01 level in differentiating the students who withdrew from the students who graduated (see Table 3). Only the size of the high school class was not significantly different for either group. For the sample population, the students who graduated had an average total SAT score that was 40 points higher than the average total SAT score of the students who withdrew. These students who graduated came from slightly smaller average class sizes though the difference was not significant. But the students who graduated had a higher class standing in high school and ranked higher in the class; this difference was significant. In terms of grade point average, the students who graduated performed above their University predicted grade point average.

Table 3

Mean Comparisons of SAT Scores, High School Class, and Grade Point Averages of Sample Population of Black Students at Clemson Who Graduated or Withdrew After 1979

History Factors	Graduated (N=314) M	SD	Withdrew (N=275) M	SD	F
SAT SCORES					
Verbal	416	8.49	387	9.23	14.93***
Math	470	8.69	439	9.62	16.84***
Total	886	15.12	826	17.19	19.69***
HIGH SCHOOL CLASS					
Standing	33.3	45.86	54.2	70.63	17.64***
Size	243.2	155.42	249.6	153.56	0.26
Rank (%)	13.9	16.95	21.4	22.59	20.07***
GRADE POINT AVERAGE					
Predicted	2.34	49.44	2.12	57.33	24.41***
Actual	2.45	44.62	1.62	55.01	391.33***

***Significant at 0.01 level.

SAT Scores by Sex. For all of the SAT components, there were significant differences (at 0.01 level) between the males who graduated and those who withdrew. The males who graduated had higher average verbal, math, and total SAT scores than the males who withdrew. The females who graduated also had higher average scores than the females who withdrew, but the level of significance was less (see Table 4).

SAT Scores by Residency. For in-state students who graduated and for those who withdrew, there were significant differences in verbal, math, and total SAT scores (see Table 5); the in-state students who graduated had higher average scores than the in-state students who withdrew. The out-of-state students who graduated also had significantly higher average SAT scores than the out-of-state students

Table 4

Mean Comparisons of SAT Scores by Sex
of Sample Population of Black Students
Who Graduated or Withdrew After 1979

SAT	N	Graduated M	Graduated SD	Withdrew M	Withdrew SD	F
VERBAL						
Male	333	407	9.40	375	10.03	8.87***
Female	256	425	7.39	409	7.30	3.11*
MATH						
Male	333	471	9.39	432	10.59	12.18***
Female	256	469	7.95	450	7.71	3.65*
TOTAL						
Male	333	878	17.19	807	19.27	12.21***
Female	256	894	12.72	859	12.51	4.90**

***Significant at 0.01 level.
**Significant at 0.05 level.
*Significant at 0.10 level.

Table 5

Mean Comparisons of SAT Scores by Residency
of Sample Population of Black Students
Who Graduated or Withdrew After 1979

SAT	N	Graduated M	Graduated SD	Withdrew M	Withdrew SD	F
VERBAL						
In-State	475	421	8.25	402	8.34	5.98**
Out-of-State	113	380	9.37	344	10.35	3.14*
MATH						
In-State	475	476	8.30	454	8.52	8.01***
Out-of-State	113	432	10.35	395	11.35	2.69
TOTAL						
In-State	475	897	14.41	856	14.77	9.13***
Out-of-State	113	812	17.85	739	20.67	3.28*

***Significant at 0.01 level.
**Significant at 0.05 level.
*Significant at 0.10 level.

who withdrew; however, the level of significance was lower than for the in-state students. Interestingly, the average SAT scores for the out-of-state students who graduated was less than the average SAT scores of the in-state students who withdrew.

High School Class Statistics by Sex. The males who graduated came from an average class size of 225 in high school, compared to an average class size of 242 for the males who withdrew, but this difference was not significant. The males who graduated had a higher class standing and class rank than the males who withdrew and this difference was significant (see Table 6). Both groups of females came from class sizes of about 260. The females who graduated also had higher class standing and class rank than those who withdrew, but the difference was not significant. In terms of high school class statistics, all the females

Table 6

Mean Comparisons of High School Class by Sex of Sample Population of Black Students Who Graduated or Withdrew After 1979

		Graduated		Withdrew		
Class	N	M	SD	M	SD	F
STANDING						
Male	333	39.5	54.34	68.4	81.98	13.06***
Female	256	27.0	34.40	31.0	36.11	0.80
SIZE						
Male	333	224.8	151.42	241.7	160.04	0.94
Female	256	261.6	157.75	262.7	142.00	0.00
RANK						
Male	333	18.0	20.68	27.2	25.34	12.42***
Female	256	9.8	10.69	11.8	12.25	1.94

***Significant at 0.01 level.

came from a larger average class size, had a higher class standing, and ranked higher than all males. The females who graduated ranked in the top 10 percent of the class compared to the top 18 percent for the males who graduated. The picture was similar for the students who withdrew. Females who withdrew ranked in the top 12 percent of the class compared to the top 27 percent for the males who withdrew.

High School Class Statistics by Residency. The in-state students who graduated came from slightly smaller classes than the in-state students who withdrew; however, this difference was not significant (see Table 7). There were significant differences in class standing and class rank; the in-state students who graduated were higher in both areas. There were no significant differences in class standing, class size, or class rank for the out-of-state students who graduated or withdrew, although those who graduated rated slightly higher than those

Table 7

Mean Comparisons of High School Class by Residency of Sample Population of Black Students Who Graduated or Withdrew After 1979

		Graduated		Withdrew		
Class	N	M	SD	M	SD	F
STANDING						
In-State	475	27.7	35.07	43.6	61.53	12.05***
Out-of-State	113	71.3	81.20	84.8	85.77	0.62
SIZE						
In-State	475	242.1	157.38	250.2	157.93	0.32
Out-of-State	113	250.9	143.11	247.6	141.55	0.01
RANK						
In-State	475	11.8	14.26	16.3	17.22	9.76***
Out-of-State	113	28.5	25.22	36.2	29.34	1.82

***Significant at 0.01 level.

who withdrew. Again, the class standing and class rank was higher for in-state students who withdrew than for out-of-state students who graduated.

Grade Point Averages by Sex. As shown in Table 8, the differences for both males and females who graduated or withdrew were significant. For the males who withdrew, both their predicted and actual grade point averages were less than 2.0. However, this was not the case for the females who withdrew. Females who withdrew had slightly lower predicted grade point averages than those who graduated, but there was a greater difference between the actual grade point averages of the two groups of females.

Table 8

Mean Comparisons of Grade Point Averages by Sex of Sample Population of Black Students Who Graduated or Withdrew After 1979

		Graduated		Withdrew		
Grade Point Average	N	M	SD	M	SD	F
PREDICTED						
Male	333	2.26	58.19	1.99	65.00	14.96***
Female	256	2.42	37.12	2.33	32.17	4.10**
ACTUAL						
Male	333	2.43	46.15	1.57	54.49	255.70***
Female	256	2.47	43.11	1.70	55.13	153.05***

***Significant at 0.01 level.
**Significant at 0.05 level.

Grade Point Averages by Residency. The predicted and actual grade point averages for the in-state students who graduated were higher than for the in-state students who withdrew; these differences were significant (see Table 9). The out-of-state students who graduated also had a slightly higher predicted grade point average, but the difference was not significant. The higher actual grade point average of the out-of-state students who graduated was significant.

Table 9

Mean Comparisons of Grade Point Averages by Residency of Sample Population of Black Students Who Graduated or Withdrew After 1979

Grade Point Average	N	Graduated M	Graduated SD	Withdrew M	Withdrew SD	F
PREDICTED						
In-State	475	2.39	43.98	2.24	44.33	14.35***
Out-of-State	113	1.99	68.51	1.78	75.71	2.08
ACTUAL						
In-State	475	2.46	44.63	1.59	52.74	379.46***
Out-of-State	113	2.38	44.47	1.79	54.77	39.99***

***Significant at 0.01 level.

History Profile of Respondents

The distribution between males and females for the respondent group was equal. In comparing the respondents to the sample population of black students, the percentage of female respondents was greater than the percentage of females in the sample population (see Table 10). In terms of residency, the distribution was about the same for the respondents as the sample population.

Table 10

Sex and Residency of Black Students at Clemson
Comparison of Sample Population and Respondents
Who Graduated or Withdrew After 1979

	SEX				RESIDENCY			
	Male	%	Female	%	In-State	%	Out-of-State	%
Sample Population	474	56.6	364	43.4	689	82.5	146	17.5
Respondents	204	50.0	204	50.0	343	84.5	63	15.5

There was only a 20 point difference in total SAT scores of the respondents and the sample population. The total SAT scores of the female respondents were very close to the sample population of female students; however, the SAT scores of the male respondents were slightly higher than the sample population of male students (see Table 11). The predicted and actual grade point averages of the respondent group and the sample population were also very close (see Table 12).

Table 11

Mean SAT Scores of Black Students at Clemson
Comparison of Sample Population and Respondents
Who Graduated or Withdrew After 1979

	All Students			Male			Female		
	V	M	T	V	M	T	V	M	T
Sample Population	395	447	842	384	443	827	410	453	863
Respondents	406	456	862	396	460	856	416	453	869

Table 12.

Predicted and Actual Grade Point Averages
of Black Students at Clemson
Comparison of Sample Population and Respondents
Who Graduated or Withdrew After 1979

	All Students		Male		Female	
	Predicted	Actual	Predicted	Actual	Predicted	Actual
Sample Population	2.22	2.07	2.10	2.02	2.38	2.16
Respondents	2.28	2.10	2.18	2.07	2.36	2.15

The differences noted were not significant; it was concluded that the respondents represented the sample population of black students at Clemson.

College of Major

In-depth analyses by major were not conducted. However, a brief look at the graduation rates and enrollment distribution of the sample population in the nine colleges produced several items of interest. In terms of graduation rates, two colleges with very small black enrollments (Nursing and Architecture) had the two highest graduation rates. The College of Engineering had the highest enrollment of black students and the third highest graduation rate. The second and fourth colleges in terms of black enrollment (Commerce & Industry and Sciences) had about a 45 percent graduation rate for the sample population. The third largest college for black enrollment (Education) had next to the lowest graduation rate.

Table 13.

Graduation Rates by College of Major
of Sample Population of Black Students
Who Graduated or Withdrew After 1979

College	Graduation Rate		Enrollment	
	Rank	%	#	Rank
Nursing	1	56.00	25	7
Architecture	2	52.94	17	9
Engineering	3	49.28	207	1
Sciences	4	46.60	103	4
Liberal Arts	5	45.45	44	6
Commerce & Industry	6	44.65	159	2
Agriculture Sciences	7	33.33	18	8
Education	8	32.38	105	3
Forestry & Recreation Resources	9	13.11	61	5

College Experiences of Black Students Who Graduated or Withdrew from Clemson University

The second phase of the study involved a survey of black students who graduated or withdrew from Clemson after 1979. The telephone survey asked questions about the students' experiences in the classroom and outside the classroom during their time at Clemson. The topics were grouped into 14 related areas. The topic areas included reasons for attending Clemson; housing and living arrangements; social life; participation in campus activities; curriculum interests; interactions with faculty, staff, and students; support services utilized; racial discrimination; personal feelings attributed to the college experience; opinions on race and race relations; pre-college experiences; students' explanations for black students' higher dropout rate; and other education experiences.

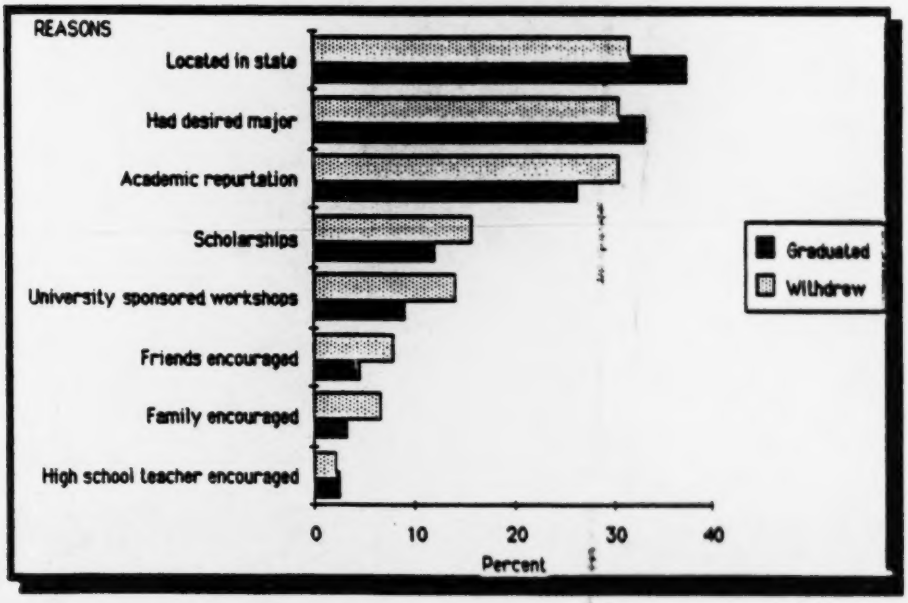
Comparisons were made between the responses of the students who graduated (232) and the students who had withdrawn (176) from Clemson to identify characteristics and behavior associated with persistence.

Reasons for Attending Clemson University

For the majority of the respondents, the top three reasons given for choosing Clemson University, in order of importance, were in-state location, offering of the major desired by the student, and academic reputation. Though not statistically significant, these three choices were the same for students who graduated or withdrew (see Figure 3).

Figure 3

**Reasons for Attending Clemson University
As Given By Black Student Respondents
Who Graduated or Withdrew After 1979
(In Order of Importance)**



This finding is consistent with that of Iffert (1957), who not only concluded that there was no significant difference in reasons for attendance between dropouts and non-dropouts, but also that reasons for attending college were not effective tools for gauging motivation or persistence. The distant second groups of reasons that influenced students' choices were scholarships and University-sponsored workshops. The order of importance remained the same for those students who graduated and those who withdrew from the University. Only two students listed financial aid (excluding scholarships) as a reason for attending Clemson; therefore, this item was not included in Figure 3.

Housing and Living Arrangements

Over 85 percent of the black students had lived on campus as freshmen and continued to live on campus most of their college years at Clemson (see Table 14). However, slightly more of these students who graduated (81.1%) continued to live on campus than those who withdrew (77.9%). Several studies (Astin 1977, 1975b, 1973; Chickering, 1974; Newcomb, 1962; Iffert, 1957; and Slocum, 1956) confirmed on-campus residency and persistence were positively related. Astin (1977) suggested that living on campus not only increased student involvement in extracurricular activities, but also increased interaction with faculty. According to Astin, these actions enhanced self-esteem and increased persistence and the chances that students would work toward graduate or professional degrees. The student would more likely be satisfied with the institution and the general college experience when college years were spent on Clemson's campus.

Table 14

Housing and Living Arrangements
of Black Student Respondents
Who Graduated or Withdrew After 1979

Housing Arrangements	Graduated (N=232)	Withdrew (N=176)	X^2
Lived on campus as a freshman.	86.09 (n=198)	87.79 (n=151)	0.250
Lived on campus most of college years.	81.06 (n=184)	77.91 (n=134)	0.600
There were more than 20 black students in dorm residence.	54.01 (n=101)	52.94 (n=72)	0.036
Did not live on campus, lived with parents or relatives.	35.56 (n=16)	34.21 (n=13)	0.016
Had a black roommate as a freshman.	42.33 (n=91)	49.09 (n=81)	1.725
Had a black roommate during some of remaining time at Clemson.	66.21 (n=145)	67.65 (n=115)	0.089
Requested a black roommate.	26.35 (n=58)	20.36 (n=34)	1.889

Responses reported in percentages.

As entering freshmen, neither respondent group tended to request black roommates, and less than one-half had black roommates as freshmen. Requests for black roommates were apparently made later; a greater percent of both groups had black roommates during some of their remaining time at Clemson.

In housing and living arrangements, there were no statistically significant differences between students who graduated and students who withdrew. The findings of other studies, including the 1987 USC Study

indicating that living on campus and having a black roommate have a positive influence on persistence, are probably not as valid for the Clemson campus as they would be for other college campuses. Because of the rural location of the University and a small black community, black students tend to live on campus most of their college years. Since the black population on campus is also small, seeking a black roommate seems logical and desirable.

Social Life

Fifty-seven percent of the black students felt that there were insufficient numbers of black students at Clemson to provide a satisfactory social life. An overwhelming majority (78%) stated that they socialized with black students most of the time. The responses of those who graduated and had been on the campus for a longer period of time were almost identical to the responses of those students who withdrew and had spent less time at the University (see Table 15). Willie and McCord (1972) also found that a disproportionate majority of blacks (73%) had mostly other blacks as friends. This study and others (Taylor, 1978; and Stikes, 1974) suggest that black students live their lives "defensively ... to protect themselves, particularly with regards to race." Stikes (1984) and Gibbs (1974) regarded this racial separatism as a reaction by black students to their experiences on predominantly white campuses. In a study of blacks on predominantly white campuses in North Carolina, Davis and Borders-Patterson (1973) concluded that racial prejudice perceived by black students caused a growing mistrust (of whites), alienation, and separatism.

Social life for black students at Clemson may not be completely satisfying because there are too few other black students. Their tendency to socialize primarily with their own race may, as other researchers have found, result from a variety of experiences on a predominantly white campus.

Table 15

Social Life of Black Students at Clemson University
Responses of Black Student Respondents
Who Graduated or Withdrew After 1979

Social Life	Graduated (N=232)	Withdrew (N=176)	X^2
There were enough black students on campus for a satisfying social life.	43.17 (n=98)	42.53 (n=74)	0.017
Socialized primarily with black students	77.33 (n=174)	78.49 (n=135)	0.075

Responses reported in percentages.

Its urban location and the larger numbers of black students create a better social environment for the black students at USC than is created for black students at Clemson. Later in this report, this social factor is identified as one of the problems contributing to withdrawal from this University.

Participation in Campus Activities

Clearly, active involvement in campus activities and organizations was a significant factor for the black students who persisted to graduation (see Table 16). Among the respondents, those who graduated

were active in one or more campus organizations. Almost one-half were active in at least three campus organizations. Of those who graduated 44 percent had run for an office at least once, and 52 percent held leadership positions in campus organizations. Interestingly, about one-third of the organizations in which these graduates had run for or held an office included primarily non-black students.

Table 16

Participation in Campus Activities and Organizations of Black Student Respondents Who Graduated or Withdrew After 1979

Participation	Graduated (N=232)	Withdrew (N=176)	X^2
Active in campus organizations.	83.62 (n=194)	54.55 (n=96)	41.155***
Participated in activities of black student organizations.	79.74 (n=185)	66.48 (n=117)	9.156***
Ran for office in campus organizations.	43.53 (n=101)	18.29 (n=32)	28.907***
Held leadership positions in campus organizations.	51.72 (n=120)	19.54 (n=34)	43.744***

Responses reported in percentages.
***Significant at 0.01 level.

Although participating to excess in outside activities can be detrimental to persistence, Hyatt (1980) and Pascarella and Terenzini (1977) agreed that greater integration into the college environment leads not only to greater commitment to goals and to the institution but also to persistence. Tinto (1975) stated that while fraternities tended to have a negative effect on persistence, other extracurricular ac-

tivities enhanced persistence. Several other studies (Chase, 1970; Schmid and Reed, 1966; and Sexton, 1965) also found that persisters participated in extracurricular activities more often than dropouts. Numerous studies (Billson and Terry, 1982; Jeanotte, 1982; Terenzini, Pascarella and Lorang, 1982; Winter, McClelland and Stewart, 1981; Ramist, 1981; Churchill and Iwai, 1981; Hyatt, 1980; Lenning, Sauer, and Beal, 1980; and University of California, 1980) delineated activities ranging from involvement in social activities to use of campus facilities all of which were beneficial to retention.

Of the black student organizations and activities, participation rates were highest for PAMOJA (formerly the Student League for Black Identity), Black Student Week-end, Gospel Choir, and Clemson University Society for Black Engineers (see Table 17).

Table 17

Campus Activities and Organizations
In Order of Involvement
by Black Student Respondents
Who Graduated or Withdrew After 1979

Rank	Campus Activity/Organization	Number	Percent
1	PAMOJA and Student League for Black Identity	258	63.2
2	Black Student Week-end	211	51.7
3	Gospel Choir	125	30.6
4	CU Society for Black Engineers	124	30.4
5	Fraternity	102	25.1
6	Minority Engineering Workshop	94	23.0
7	Sorority	68	16.7

In the USC Study, participation in campus activities was somewhat greater for black students who graduated; however, the differences in participation were not statistically significant. For the black students at Clemson, active participation was one of the significant factors present among graduates and may, therefore, be linked to persistence to graduation.

Curriculum Interests

There were no significant differences in curriculum decisions between black students who graduated or withdrew involving changing majors or completing a course in black culture. As shown in Table 18, a slightly greater percentage of those who graduated had changed major at least one time. This finding is consistent with other studies such as Foote (1980); Slaney (1980); and Titley, Titley and Wolff (1976) who stated that almost 75 percent of all college students changed their major at least once before they graduated. Astin (1965), Iffert (1957), and Fullmer (1956) all found that students who changed their major were less likely to drop out.

Table 18

Curriculum Interests of Black Student Respondents
Who Graduated or Withdrew After 1979

Curriculum Decisions	Graduated (N=232)	Withdrew (N=176)	X^2
Changed major.	49.14 (n=114)	44.32 (n=78)	0.933
Completed course in Black culture.	10.78 (n=25)	14.20 (n=25)	1.094

Responses reported in percentages.

32

Only 11 percent of those black students who graduated and 14 percent of those who withdrew had completed a course in Black culture at Clemson. This low percentage could be due to the fact that few courses of this nature are offered.

At the time of this study, Clemson had never offered a freshman orientation course, such as the University 101 course at USC. However, this past year, a University 101 course was approved by the University curriculum committee and will be offered in the Fall 1988 semester. As expressed by one respondent, the "cultural shock" of the Clemson campus created some difficulty in adjusting to college life. It is anticipated that this freshman orientation course will be helpful in assisting new students make the transition to college life at Clemson.

Interactions with Faculty, Staff, and Students

The importance of all faculty and staff in influencing retention is illustrated in Table 19. The influence of faculty and staff of both races was statistically significant in retaining black students at Clemson. Slightly over 40 percent of the students who graduated had been taught by a black instructor, compared to 23 percent of those students who had withdrawn from the University. The role of the black faculty member in serving as an advisor for students or student organizations was important for over 60 percent of the students who graduated. This is consistent with findings of other studies (Astin, 1977; Centra and Rock, 1971; Gekowski and Schwartz, 1961) that suggest positive relations with faculty lead to increased persistence. Henderson (1979) and Willie and McCord (1972) found that initial positive

contact with faculty is extremely important for minority students, especially when the faculty member is not a member of a minority race.

The majority of both respondent groups also stated that one faculty member, administrator, or staff member was most influential in their studies. In view of the limited number of black faculty at Clemson, it is understandable that most students stated that this influential number was not black. Gilsdorf (1975) and Johnson (1976) found that while some students need to relate to members in the same ethnic group, others do

Table 19

Interactions With Faculty and Staff
By Black Student Respondents Who Graduated or Withdrew After 1979

Interactions	Graduated (N=232)	Withdrew (N=176)	X^2
Taught by a black instructor.	40.95 (n=95)	23.30 (n=41)	14.034***
Black faculty member served as advisor to organization.	66.52 (n=149)	42.05 (n=74)	23.927***
Could readily go to black faculty member for advice.	60.78 (n=141)	44.32 (n=78)	10.902***
One faculty member, administrator, or staff member was most influential in studies.	68.97 (n=160)	64.20 (n=113)	1.025
The member who was influential in studies was not black.	85.35 (n=134)	75.00 (n=87)	4.635**
Professors (some or many) made black students feel good about themselves.	54.31 (n=126)	37.71 (n=66)	11.025***
Professors (some or many) took a personal interest in the black students.	28.45 (n=66)	17.14 (n=30)	7.074***

Responses reported in percentages.
***Significant at 0.01 level.
**Significant at 0.05 level.

not. However, as Loo and Rolinson (1986) noted in their interviews with both black and white students, 89 percent overall felt it was important to have minority faculty on campus. In addition, students tended to closely identify with faculty of their own race (Schuman and Converse, 1971). In this study, what was important to those who graduated was that they had professors who made them feel good about themselves and took a personal interest in them as students. This affirms Endo and Harpel's (1982) assumption that contact with faculty helps the student's intellectual and social development. Thus, both black and white faculty can be positive factors in increasing retention.

The white students at Clemson made more attempts than faculty and staff to bring black students into the mainstream of student life. However, the black students who graduated gave slightly higher marks to faculty and staff than did the students who withdrew (see Table 20). The reasons could be due to their longevity as students, or it could be that the active students made some effort on their own to interact with faculty, staff, and other students. Of statistical significance are the positive relationships developed with white faculty, white staff, and white students by black students who graduated (see Table 21). Interactions in the classroom and in active campus participation seemed to be the major sources of a positive college experience that influenced retention of black students at Clemson. This is consistent with other studies previously cited, but seems to have greater significance for the Clemson campus.

Table 20

Attempts of Faculty, Staff, and Students to
Bring Black Students Into Mainstream of Student Life
Black Student Respondents
Who Graduated or Withdrew After 1979

Attempts made by:	Graduated (N=232)	Withdrew (N=176)	X^2
Faculty	32.17 (n=74)	23.86 (n=42)	4.556
Staff	30.97 (n=70)	23.86 (n=42)	2.489
Students	37.33 (n=84)	41.71 (n=73)	0.792

Responses reported in percentages.

Table 21

Relations With White Faculty, Staff, Students
Reported as Excellent or Good by Black Student Respondents
Who Graduated or Withdrew After 1979

Relations with:	Graduated (N=232)	Withdrew (N=176)	X^2
White Faculty	66.81 (n=155)	45.45 (n=80)	18.689***
White Staff	56.47 (n=131)	42.05 (n=74)	8.324***
Students	69.83 (n=162)	59.09 (n=104)	5.084**

Responses reported in percentages.
***Significant at 0.01 level.
**Significant at 0.05 level.

Support Services

Almost 70 percent of all respondents did not utilize the University tutorial or counseling services. Eight to 10 percent more of those who withdrew utilized these University support services, and the difference was significant for tutorial services (see Table 22).

The students were asked to identify which office, program, or organization was most helpful in their academic and social adjustment to the University. One-half (51%) said "None" were helpful. However, it is not known if the students had ever sought help from any sources. Figure 4 portrays in rank order the offices, programs, or organizations that were mentioned as being helpful.

Table 22

Support Services Used by Black Student Respondents Who Graduated or Withdrew After 1979

Support Services	Graduated (N=232)	Withdrew (N=176)	x^2
Financial services were adequate.	60.59 (n=135)	61.76 (n=105)	2.469
Used tutorial services.	26.84 (n=62)	34.66 (n=66)	2.896*
Used counseling services.	26.84 (n=62)	36.93 (n=65)	4.793

Responses reported in percentages.
*Significant at 0.10 level.

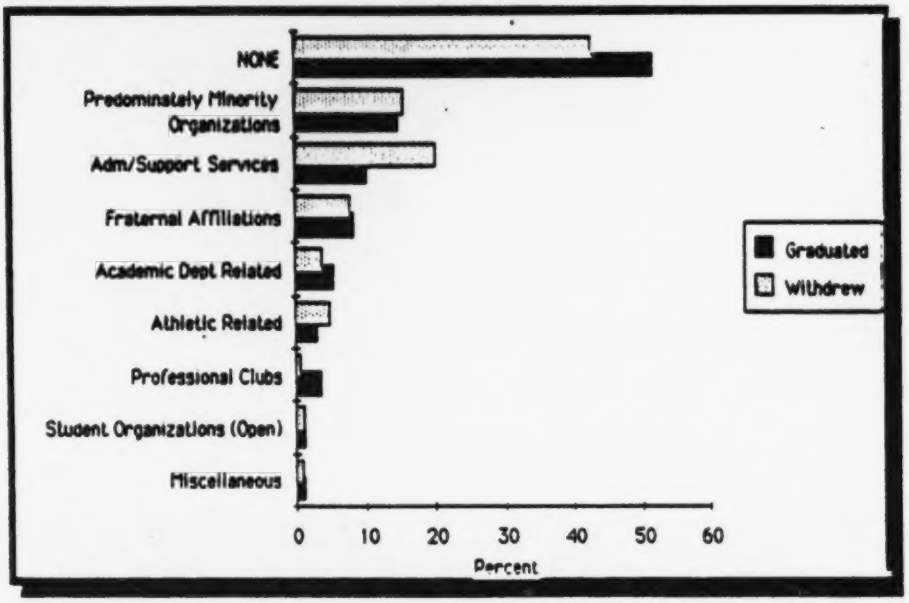
Predominantly minority organizations were mentioned 65 times, with the Gospel Choir mentioned 32 times (49%). Various administrative offices and student support services were mentioned 62 times. The Counseling

Center (32.3%) and the Student Life office (23%) were mentioned most frequently in this group. Fraternal organizations (8.1%) and specific academic departments (4.9%) were also identified as being helpful to students in adjusting academically and socially to the University.

Both groups of students generally felt that the financial aid services at Clemson were adequate. According to Aitken (1982), concern with financial problems was not a significant predictor of attrition.

Figure 4

Helpful Offices, Programs, and Organizations To Black Students Who Graduated or Withdrew After 1979



The major sources of funding for college education were parent's earnings or savings, Federal or university loans, and Federal or

university grants. However, as shown in Table 23, two other sources of funding were statistically significant. Students who paid for their education with personal earnings or savings, or who were on academic scholarships were more likely to graduate. Most students indicated that more than one source of funding was utilized to meet educational needs. Other sources of funding included ROTC or private scholarships, work study earnings, and private loans.

Table 23

Major Sources of Funding for College Education
of Black Student Respondents
Who Graduated or Withdrew After 1979

Sources of Funding	Graduated (N=232)	Withdrew (N=176)	X^2
Parents' earnings/savings	33.62 (n=78)	31.25 (n=55)	0.256
Personal earnings/savings	19.83 (n=46)	12.50 (n=22)	3.869**
Federal/University loans	31.90 (n=74)	32.95 (n=58)	0.051
Federal/University grants	28.02 (n=65)	36.36 (n=64)	0.073
Academic scholarships	18.97 (n=44)	7.95 (n=14)	9.950***
Other sources	16.38 (n=38)	9.09 (n=16)	0.031

Responses reported in percentages.
***Significant at 0.01 level.
**Significant at 0.05 level.

Racial Discrimination

A majority of the respondents felt there were more than a few racial difficulties that affected black students during their time at Clemson. On a scale of 1 to 10, with 10 indicating 'a lot' and 1 indicating 'none,' the respondents were asked to rate racial discrimination in the classroom and in social activities. On average, the students felt there was more racial discrimination in social activities (mean=5.7) than in the classroom (mean=3.7). There were only minute differences in the ratings given by black students who graduated or withdrew. A common statement made by black students at Clemson, which is echoed in Loo and Rolinson (1986) and Willie and McCord (1972), was that social activities are "geared toward white students." Peterson and Rodgriquez's (1978) findings support this view as well: that minorities on a predominantly white campus perceived the university and its surrounding community activities as directed toward white students.

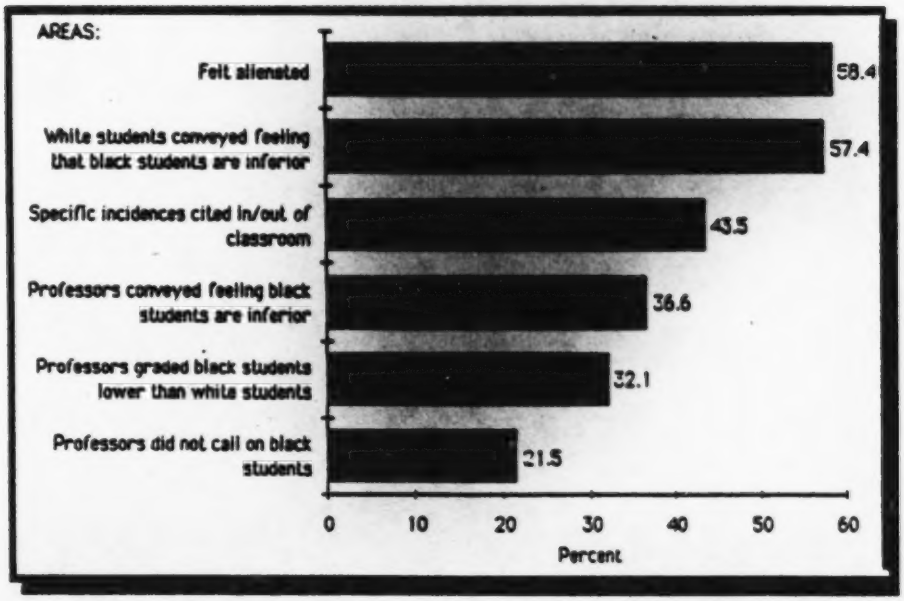
As shown in Figure 5, the areas of discrimination identified by the respondents are given in rank order. Fifty-eight percent of all students indicated that the major area of racial difficulty was that the black students felt alienated. Astin (1977) theorized that black militancy on predominantly white campuses and the reaction of white students may have caused increased alienation from the late 1960s to the mid-1970s. There are other possible causes of alienation. "Culture shock" as Remsik (1979) termed it, is much more severe for black students than for white students and can cause alienation. Cortina (1980) and Goodrich (1980) believe that alienation leads to increased attrition for black students. Suen (1983) also found that alienation

was directly related to attrition and indirectly related to grade point average for black students.

The second major area of racial difficulty was that the black students felt that white students tended to convey the feeling that black students are inferior (57.4%). Specific racial incidences in and out of the classroom were cited by 44 percent of the students. The primary incidents outside the classroom occurred in housing and living arrangements, and in social clubs and activities. Three areas of racial difficulty related to faculty. Thirty-seven percent of the black

Figure 5

Areas of Racial Discrimination Felt at Clemson University By Black Student Respondents Who Graduated or Withdrew After 1979



students felt that professors conveyed the feeling that black students are inferior, 32 percent felt that professors graded black students lower than white students, and 22 percent felt that professors did not call on black students in class. Jones (1987) stated that "[o]ften faculty members have unrealistic or faulty expectations of minority students; some faculty believe minorities will make few classroom contributions, while others expect minority students to learn classroom material with no special assistance." Valverde (1985) believes that erroneous assumptions on the part of the faculty in relation to minority students can negatively affect the faculty-student relationship. Willie and McCord (1972) also cited problems with professors ranging from lack of acknowledgment of black students to avoidance when the black students sought help, and discouragement of interest in black culture.

In comparing the responses of the students who graduated and the students who withdrew, two areas of racial difficulty were significant (see Table 24). A greater majority of those students who graduated (63.5% vs. 52.7%) felt that feelings of alienation affected black students at Clemson. More of the graduates also felt that professors graded black students lower than white students (36.2% vs. 26.7%).

In spite of the racial difficulties cited by the students, on average the black students liked Clemson. On a scale of 1 to 10 with 10 indicating 'liked a lot,' the average rating for all respondents was 6.8. The average for the students who graduated and the students who withdrew were both close to a rating of '7' (6.9 for graduates and 6.6 for withdrawals). This finding is similar to the Loo and Rolinson (1986) study in which 85 percent of minorities expressed overall

satisfaction with the university even though they had experienced sociocultural alienation. The ratings of all students who like Clemson a lot (rating of 7-10) were compared and, as expected, there was a

Table 24

Racial Discrimination Felt by Black Students at Clemson University Respondents Who Graduated or Withdrew After 1979

Areas of Discrimination	Graduated (N=232)	Withdrew (N=176)	X^2
Felt alienated.	63.48 (n=146)	51.70 (n=91)	5.668**
Professors conveyed the feeling that black students are inferior.	38.53 (n=89)	34.09 (n=60)	0.847
White students conveyed the feeling that black students are inferior.	62.93 (n=146)	50.00 (n=88)	6.842***
Professors did not call on black students.	19.65 (n=45)	23.86 (n=42)	1.047
Professors graded black students lower than white students.	36.24 (n=83)	26.70 (n=47)	4.156**
There was little or no discrimination in the classroom.	52.59 (n=172)	47.16 (n=83)	2.617
There was little or no discrimination in social activities.	22.41 (n=52)	22.73 (n=40)	0.060

Responses reported in percentages.
***Significant at 0.01 level.
**Significant at 0.05 level.

statistically significant difference. A greater majority of those who graduated liked Clemson a lot (65.9%) compared to those who withdrew (59.1%).

The feelings of alienation, the attitude of the faculty, and greater discrimination in social activities were consistent with but stronger than the USC Study. Because there are even fewer black faculty and black students at Clemson, the feelings of these students are understandable. (The issue of the attitude of the white students was not addressed in the USC Study.)

Personal Feelings Attributed to University Experience

As stated earlier, the majority of all the students liked Clemson a lot. More of the students who graduated than those who withdrew (66% vs. 59%) stated that they liked Clemson a lot. This difference was significant and is reflected in the statements about the University experience. Five of these six statements were statistically significant (see Table 25). While the majority of all respondents were generally positive about their University experience, more of the students who graduated agreed or strongly agreed with these statements. More of the graduates felt that the University helped them to feel confident and to develop positive attitudes toward themselves. Trent and Medsker (1968) found that some students who persisted until graduation grew positively as a result. Of particular significance in this study is that more of those who graduated felt that negative experiences at the University motivated them to try harder, and thus succeed in graduating. An interesting response was that learning to deal with these negative campus experiences helped the student to deal with the real world because "the world is not black." In addition, the effects of active

Table 25

Personal Feelings Attributed to University Experience
As Expressed by Black Student Respondents
Who Graduated or Withdrew After 1979

Personal Feelings: Agreed or Strongly Agreed with Statements	Graduated (N=232)	Withdrew (N=176)	X^2
As a student, I liked Clemson a lot.	65.95 (n=153)	59.09 (n=104)	8.919**
The university helped me feel that I am a person of worth.	62.93 (n=146)	56.25 (n=99)	1.978
The university made me feel that I am able to do things as well as other people.	68.10 (n=158)	55.11 (n=97)	7.361**
Experiences that I had at the university made me feel that I am a person of value.	79.31 (n=184)	62.50 (n=110)	17.010***
Experiences that I had at the university helped me to develop a more positive attitude toward myself.	76.72 (n=178)	60.80 (n=107)	15.084***
The negative experiences at the university motivated me to try harder.	88.36 (n=205)	73.30 (n=129)	18.381***

Responses are reported in percentages.
***Significant at 0.01 level.
**Significant at 0.05 level.

participation in campus activities and development of positive relationships with white faculty, staff, and students by black students who graduated also reflected the differences in their attitudes toward the University.

Opinions on Race and Race Relations

Eighty-one percent of the respondents identified themselves racially as "black." "Black American" was the second most common

(11.9%) racially identifying term. Sixty-five percent felt that blacks had only a little power or influence in American life or politics. This feeling is reflected in the statements given in Table 26.

More of the students who graduated tended to agree or strongly agree that blacks do not have the same opportunities as whites, but also that many blacks have not adequately prepared themselves to make use of the opportunities that do come their way. Over 70 percent of both groups agreed that to overcome discrimination, individual blacks must be better trained and better qualified than the most qualified white person. Turner and Turner (1975) also found that blacks felt they experienced more occupational discrimination. Of statistical significance was that more of the students who graduated felt that discrimination faced by blacks could not be solved by individual effort alone. Surprisingly, about 15 percent more of the students who withdrew felt that they could get ahead despite opposition from whites. Within the withdrawal group, more of the students who had not transferred to another school to continue their studies still maintained a positive attitude. The reasons for this positive attitude are not clear.

Pre-College Experiences

Over 80 percent of the respondents had been encouraged by a high school teacher or counselor to attend college, and over 90 percent of the parents had backed their college plans. Trent (1970) found these to be among external forces that influenced students' decisions to attend college. Even though these were not the major reasons that the students selected Clemson, the influence of teachers and parents cannot be minimized.

Table 26.

Opinions on Race Relations
As Expressed by Black Student Respondents
Who Graduated or Withdrew After 1979

Opinions: Agreed or Strongly Agreed With Statements	Graduated (N=232)	Withdrew (N=176)	
I am limited by false assumptions or expectations that others hold about me because of my race.	65.95 (n=153)	56.25 (n=99)	4.253
In college I identified with my race by sitting in the loggia, the section of the cafeteria, football stadium, or basketball gym that was all black.	57.76 (n=134)	55.11 (n=97)	0.297
Blacks face discrimination that can't be solved by individual effort alone.	71.12 (n-165)	64.77 (n-114)	4.956*
To overcome discrimination, individual blacks must be better trained and better qualified than the most qualified white person.	72.41 (n=168)	75.57 (n=133)	1.042
If blacks try hard enough, they can get ahead despite opposition from whites.	66.38 (n=154)	81.25 (n=143)	12.036***
Blacks do not have the same opportunities as whites.	72.84 (n=169)	64.77 (n=114)	3.266
Many blacks have not prepared themselves to make use of the opportunities that come their way.	75.00 (n-174)	75.00 (n=132)	0.047

Responses reported in percentages.
***Significant at 0.01 level.
*Significant at 0.10 level.

The majority of the respondents grew up in non-urban locations. Of particular significance is that while some of the students who graduated may have lived in a predominantly black neighborhood during high school,

more of them attended a high school that was at least 50 percent white (see Table 27). In addition, among those who were not only children, the respondents were not the first of their brothers or sisters to attend college. The education and occupation of the parents also made a statistical difference in influencing their child's persistence. The students who graduated had one parent who had received at least a high school diploma, and whose father was in a professional, technical, or white collar occupation. There is conflicting evidence on the relationship of the father's occupation to persistence. Although some studies (Rossman and Kirk, 1970; for example) found no relationship between parental education and persistence, other studies (Tinto, 1975; Spady, 1971; Chase, 1970; and Jaffe and Adams, 1970) suggested that the educational level of the parents had a direct effect on the persistence of the student. Astin (1975) found that for students whose fathers had some high school, a high school diploma or a degree beyond the diploma, there was a positive relationship between the education of the father and persistence. For the students whose fathers had no high school education or were college dropouts, there was a negative relationship between the father's education and persistence. Rossman and Kirk (1970) and Little (1959) found that students whose fathers were not in high occupational positions did not drop out at significantly higher rates. However, Suddarth (1957) found higher attrition for students whose fathers were employed in blue collar jobs. Eckland (1965) found fathers' occupation to be a significant predictor for students in the lower portion of their high school class.

Table 27.

Pre-College Experiences
Of Black Student Respondents
Who Graduated or Withdrew After 1979

Experiences	Graduated (N=232)	Withdrew (N=176)	x^2
Encouraged by high school teacher or counselor to attend college.	84.05 (n=195)	88.64 (n=156)	1.750
Participated in Clemson sponsored programs while in high school.	29.31 (n=68)	33.52 (n=59)	0.828
Parents backed college plans.	98.28 (n=228)	96.59 (n=170)	1.188
Spent most of life to age 18 in South Carolina.	80.17 (n=186)	72.16 (n=127)	3.598*
Was first of brothers/sisters to attend college.	43.38 (n=95)	55.56 (n=95)	5.699**
Attended a high school that was at least 50% white.	59.91 (n=139)	48.30 (n=85)	5.456**
Lived in a predominantly black neighborhood during high school.	34.63 (n=80)	26.70 (n=47)	5.633
Grew up in a non-urban location.	63.79 (n=148)	64.77 (n=114)	0.042
Parents:			
One parent had received a high school diploma.	89.87 (n=204)	81.07 (n=137)	6.277**
Father's occupation was professional, technical or white collar.	41.96 (n=97)	30.86 (n=50)	5.089*
Mother's occupation was professional, technical or white collar.	40.52 (n=94)	37.71 (n=66)	0.354

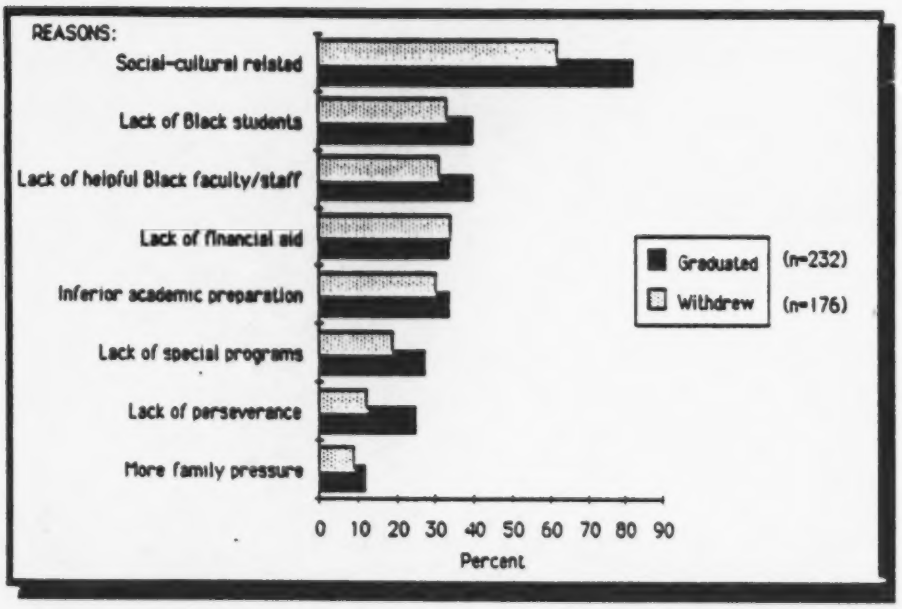
Responses reported in percentages.
**Significant at 0.05 level.
*Significant at 0.10 level.
Students' Reasons for Clemson's Higher Black Dropout Rates

Students' Reasons for Clemson's Higher Black Dropout Rate

The respondents were asked their opinion why Clemson has a higher dropout rate for black students than for white students. Almost 2 to 1, the students cited various social-cultural factors as the primary reason for students withdrawing from Clemson. The second major responses concerned the lack of black students, faculty, and staff. Surprisingly, several of the reasons most frequently cited in retention studies, such as financial, personal or family problems, were not considered major factors affecting dropout, according to these respondents (see Figure 6).

Figure 6

Reasons For Higher Black Dropout Rates At Clemson As Cited By Black Student Respondents Who Graduated or Withdrew After 1979



In the telephone survey, the students who withdrew were telephoned first. Their complaints of a non-caring administration or professors that were not helpful were accepted as typical dropout complaints. But the major complaint of a lack of social and cultural opportunities, creating social and academic disadvantages for the black students, piqued more interest in the investigation. It was expected that this complaint would not be the major reason given by students who graduated. Nevertheless, 80 percent of the students who graduated also expounded on this topic.

The students felt that a generally white campus orientation gave white students greater advantage. The feelings of "getting lost in the whiteness" and "cultural shock" were said to create difficulty in adjusting to the environment. The students perceived a feeling of not belonging, of being unwelcome, of not fitting in: surely not feeling a part of the "Clemson family." A lack of role models and support systems to help with these types of problems were cited. Studies done by Willie and McCord (1972) and Harper (1975) both found that blacks on predominantly white campuses were least satisfied with their social and intellectual life; much of this dissatisfaction stemmed from lack of black cultural events and lack of courses on the black experience in the curriculum.

Certainly, all of these factors attributed to feelings of alienation, isolation, and loneliness for Clemson's black students. These factors may be part of the reason that the respondents tended to socialize primarily with other black students. Such conditions may exist on all predominantly white campuses to a degree, but may more

strongly affect the black student population on the Clemson campus because of the reasons previously cited.

The students who graduated were more vocal about stating some shortcomings of black students. Particularly stressed was the lack of perseverance on the part of black students. Several other factors cited were also statistically significant (see Table 28). More of the

Table 28

Reasons for Clemson's Higher Black Student Dropout Rate As Explained by Black Student Respondents Who Graduated or Withdrew After 1979

Reason	Rank	Graduated (N=232)	Withdrew (N=176)	X^2
Social-cultural related.	1	82.33 (n=191)	61.93 (n=109)	21.389***
Lack of black students.	2	40.09 (n-93)	32.95 (n=58)	2.183
Lack of helpful black faculty/staff.	3	39.66 (n=92)	31.25 (n=55)	3.068*
Lack of financial aid.	4	33.62 (n=78)	34.09 (n=60)	0.010
Inferior quality of black student academic preparation.	5	33.62 (n=78)	30.11 (n=53)	0.565
Lack of special programs.	6	27.59 (n=64)	19.32 (n=34)	3.749*
Lack of perseverance.	7	25.00 (n=58)	12.50 (n=22)	9.920***
More family pressure.	8	12.07 (n=28)	9.09 (n=16)	0.923

Responses reported in percentages.
***Significant at 0.01 level.
*Significant at 0.10 level.

students who graduated also felt that a lack of black faculty and staff and a lack of special programs may have contributed to the higher dropout rate at Clemson.

Other Educational Experience

Of the 176 students who had withdrawn from the University, 75 (42.6%) stated that they had transferred to another university. Over one-half of the students who had transferred (44 students) stated that they had graduated (22 students) or were still in school (22 students).

Numerous factors helped these students to succeed at their new college (see Table 29). While most of the reasons mentioned are

Table 29

Factors Contributing to Success at New University As Reported by Black Student Respondents Who Withdrew After 1979

Rank	Factor	Times Mentioned	Percent
1	Determination/personal motivation to prove to self and others.	11	19.6
2	Better attitudinal environment with school and/or family.	10	17.9
3	Live at home or close to home.	8	14.3
3	Personal & miscellaneous factors.	8	14.3
4	New or better school environment.	7	12.5
5	Black school & related factors.	4	7.1
5	Smaller classes.	4	7.1
5	Own financing or other financing.	4	7.1

interrelated, the first four factors are primarily personal. The last four relate more to the academic environment.

Summary and Conclusions

The quality of the students at Clemson has continued to increase as has the quality of the education provided by the University. However, the quality of the total educational experience might still be different for the minority students. Providing not only equal access but equality in college experiences that achieve "racial equality in student performance" is and should probably be a concern for the University.

While the minority population at Clemson University has increased, efforts to recruit and maintain these students have perhaps been hindered somewhat by circumstances over which the University has no control. The isolated, rural location, the small size of the local black community, and the lack of convenient cultural outlets combine to negatively affect the quality of the campus environment for black students. Other environmental variables that may negatively affect black students and which the University might be able to control are the primary focus of this study.

The same approach was used to develop this study as is used for studies in marketing. The higher dropout rate for black students indicated that although the University provided adequate educational and support services, all of the "needs and wants" required to enable the target population to persist were not being met. The problem was then to identify the factors that encouraged or hindered academic persistence of black students at Clemson. These factors were grouped into fixed

factors (involving the students themselves and their backgrounds), and non-fixed factors (involving college experiences). Data on the former were provided by the University, and the latter data were obtained from the primary target population, black students who had successfully persisted and those who had withdrawn from the University. Surprisingly, both groups of former students were responsive to sharing information about their campus experiences at Clemson.

In terms of student history, the black females were academically more qualified and the graduation rates reflected this characteristic. The same picture was true for the black students who resided within the state of South Carolina. The students who graduated ranked higher on SAT scores, high school class standing, class rank, and predicted and actual grade point averages. Only the size of the high school class was not found to be a differentiating characteristic between black students who withdrew and students who graduated. Generally the black females who graduated and lived within the state had better academic qualifications than black females who did not graduate and the males who did graduate. The black males who graduated and lived within the state had better academic qualifications than black males who withdrew, but the difference was less significant than for the black females.

In terms of college experiences, the students who selected Clemson University were not particularly influenced by high school reference groups, such as high school teachers and friends, to choose Clemson. Two of the three major reasons cited for choosing Clemson were academically related -- a desired major was available and Clemson's academic reputation was judged to be superior. The one personal reason of

significance was the school's in-state location. The family influence, defined in terms of parental education and occupation, as well as other siblings' having already attended college, did encourage persistence.

From the college experience, two areas were identified as primary factors associated with persistence at Clemson University. Both of these factors involved action on the part of the black student. Student involvement in campus organizations and activities, not necessarily predominantly black, was a significant indicator of the student's likelihood of success. Holding leadership positions in both black and white organizations reflected the extent of interaction. Just running for a leadership position in a predominantly white organization shows willingness on the part of the black student to accept challenge and demonstrates the student's commitment to the university experience.

Positive interaction with faculty and staff in a classroom or advising capacity also was a major factor associated with students who graduated. The fact that white faculty or staff members could be most influential academically to the black student was interesting. This fact, however, does not detract from the influence of black faculty and staff as noted by the respondents. The students indicated that few of the faculty and staff had made attempts to bring black students into the mainstream of student life.

Support services were not identified as a major factor contributing to student retention; the reasons are not clear. It could be that most black students are reluctant to ask for help or were unaware that these services are available.

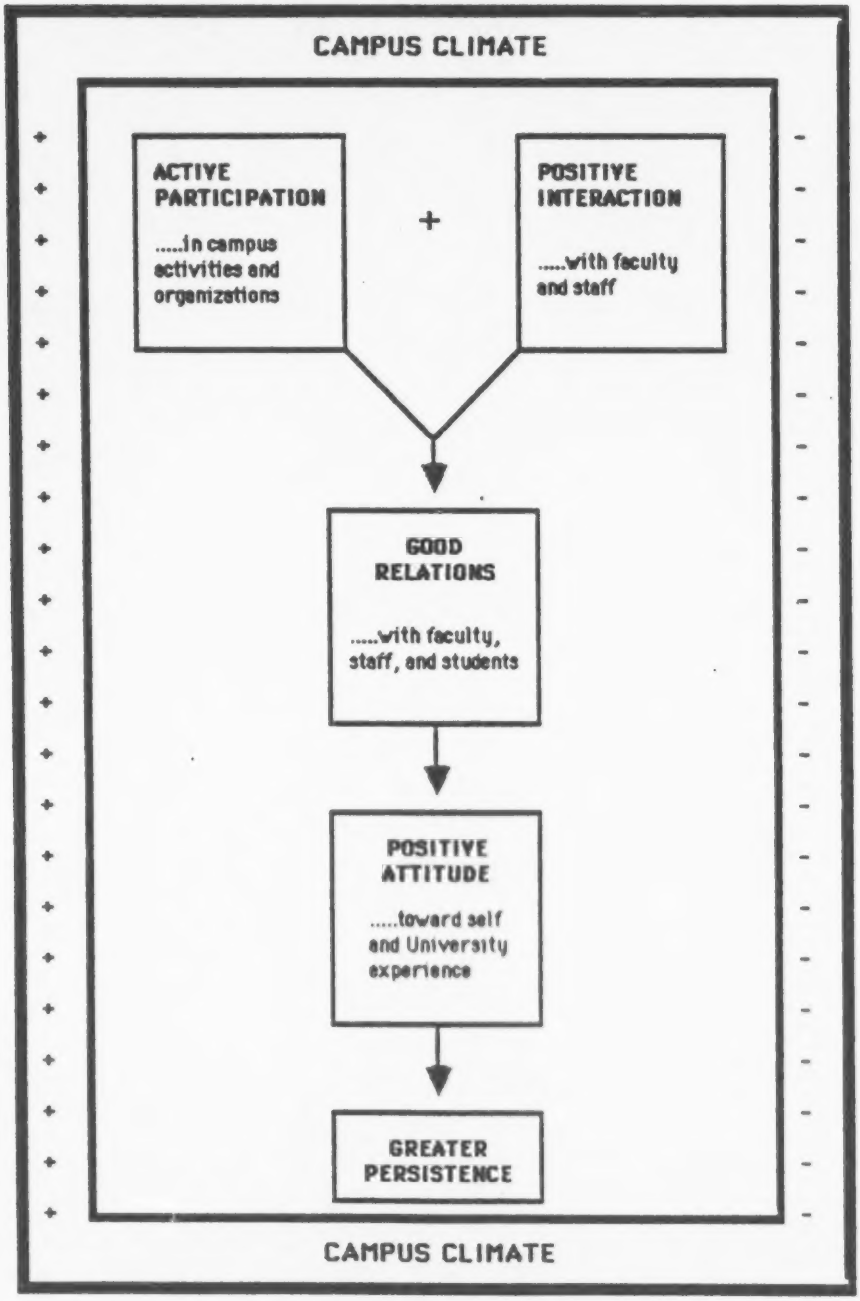
Once involvement with other students and interaction with faculty and staff were established, good relations by black students with these three groups developed. This chain reaction flow of "social integration" in Tinto's (1975) model is graphically portrayed in Figure 7. The result was that the black students who were actively involved and established good relations with faculty, staff, and other students developed a positive attitude toward themselves and toward their university experience. All of these factors combined apparently influenced the retention of black students at Clemson.

Overwhelmingly, the main reason for Clemson's higher black dropout rate, as cited by former black students, was related to the social and cultural aspects of the campus environment. Both groups of former students expounded explicitly on this issue. The second major groups of reasons cited related to a scarcity of black students, faculty and staff. Lack of perseverance on the part of the black student was also a significant factor cited by those who had graduated. Other reasons cited, though not statistically significant, included a lack of academic preparation at the high school level and a lack of financial aid. As perceived by former black students, these factors in some degree also contributed to black student dropout at Clemson.

The significance of these factors in a campus climate not optimally conducive to fostering such behavior emphasizes the tenacity of black students who do persist to graduation. Thus, improving the campus climate in areas the University can control could enhance the behavior that promoted retention for these students. For example, alleviating some of the racial difficulties encountered by the respondents in social

Figure 7

Flowchart of Factors Positively Affecting Persistence of Black Students at Clemson University



+ = Positive factors in the campus environment
- = Negative factors in the campus environment

activities and encouraging mentoring and interaction by both black and white faculty and staff would help to provide a more positive academic environment for black students at Clemson. For future black enrollees who have the academic ability but lack the tenacity of the black graduates in this study, this interaction would be the deciding factor in whether these students persist or drop out.

Probably as a result of the differences in campus environments, more of the areas of college experiences were significant in this study than in the USC Study. Where topics were significant in both studies, generally the level of significance was greater in the Clemson study.

REFERENCES

Aitken, N.D. (1982). "College Student Performance, Satisfaction and Retention: Specification and Estimation of a Structural Model." Journal of Higher Education 53, 32-50.

Astin, A.W. (1965). "Effect of Different College Environments on the Vocational Choices of High Aptitude Students." Journal of Counseling Psychology 12, 28-34.

Astin, A.W. (1973). "Impact of Dorm Living on Students." Educational Record, 1973, 54, 204-210.

Astin, A.W. (1975). Dropouts, Stopouts, and Persisters: A National Profile. Los Angeles: Laboratory for Research on Higher Education, University of California.

Astin, A.W. (1975). Minorities in American Higher Education. San Francisco: Jossey-Bass.

Astin, A.W. (1977). Four Critical Years: Effects of College on Beliefs, Attitudes, and Knowledge. San Francisco: Jossey-Bass.

Billson, J.M. and Terry, M.J. (1982). "In Search of the Silken Purse: Factors in Attrition Among First-Generation Students." College and University 58, 57-75.

Bynum, J.E., and Thompson, W. (1983). "Dropouts, Stopouts and Persisters: The Effects of Race and Sex Composition of College Classes." College and University 58, 39-48.

Centra, J.A., and Rock, D. (1971). "College Environments and Student Academic Achievement." American Educational Research Journal 8, 623-634.

Chase, C.I. (1970). "The College Dropout: His High School Prologue." Bulletin of the National Association of Secondary School Principals 54, 66-71.

Chickering, A.W. (1974). Commuting Versus Resident Students: Overcoming the Educational Inequities of Living Off Campus. San Francisco: Jossey-Bass.

Churchill, W.D. and Iwai, S.I. (1981). "College Attrition, Student Use of Campus Facilities, and a Consideration of Self-Reported Personal Problems." Research in Higher Education 14, 353-365.

Clemson University (1987). "Institutional Student Recruitment/ Retention Plan."

Cortina, R.J. (1980). From Educational Access to Academic Success: A Design for Improving Opportunities for Minority Persons in Wisconsin Higher Education in the 1980s. Madison: University of Wisconsin System Committee.

Davis, J.A. and Borders-Patterson, A. (1973). Black Students in Predominantly White North Carolina Colleges and Universities. Research Report 2. New York: College Entrance Examination Board, 1973.

Eckland, B.K. (1965). "Social Class and College Graduation: Some Misconceptions Corrected." American Journal of Sociology 70, 36-50.

Endo, J.J. and Harpel, R.L. (1982). "The Effect of Student-Faculty Interaction on Students' Educational Outcomes." Research in Higher Education 16, 115-138.

Ferguson, J.M., Wisner, R.E. and Discenze, R. (1986). "Developing a Framework for Student Retention: A Challenge to Traditional Enrollment Approaches." NASA Journal 24, 2-9.

Fidler, P.P., and Ponder, E. (1977). "A Comparative Study of University of South Carolina: Student Survival Rates by Race." 1973-1976 Research Notes, 33-37. Columbia: South Carolina University, ED-138221.

Fleming J. (1984). Blacks in College. San Francisco: Jossey-Bass.

Foote, B. (1980). "Determined- and Undetermined-Major Students: How Different Are They?" Journal of College Student Personnel 21, 29-34.

Fullmer, D.W. (1956). "Success and Perseverance of University Students." Journal of Higher Education 27, 445-447.

Gekowski, N. and Schwartz, S. (1961). "Student Mortality and Related Factors." Journal of Educational Research 54, 192-194.

Gibbs, J.T. (1974). "Patterns of Adaptation Among Black Students at a Predominantly White University. American Journal of Orthopsychiatry 44, 728-740.

Gilsdorf, D.L. (1975). "Minority Counselors: Are They Really Needed?" In Summaries, Abstracts, and Research Reports, 281-282. Washington, D.C.: American Personnel and Guidance Association.

Goodrich, A. (1980). A Data-Driven Retention Model for Improving Minority Student Persistence in Higher Education Institutions. Paper presented at the Spring Conference of the Wisconsin Association of Educational Opportunity Program Personnel, Lake Geneva, Wisconsin.

Harper, F.D. (1975). Black Students: White Campus. Washington, D.C.: American Personnel and Guidance Association Pr.

Henderson, G. (1979). Understanding and Counseling Ethnic Minorities. Springfield, IL: Charles C. Thomas.

Hyatt, S.A. (1980). "Facilities Planning for Academic Results." Planning for Higher Education 9 (2), 10-13.

Iffert, R.E. (1957). Retention and Withdrawal of College Students (Bulletin 1958, #1). Washington, D.C.: U.S. Government Printing Office.

Jaffe, A. and Adams W. (1970). "Academic and Socio-Economic Factors Related to Entrance and Retention at Two- and Four-year Colleges in the Late 1960s." Proceedings of the American Statistical Association. Social Statistics Section.

Jeanotte, L.D. (1982). "A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of or Graduate From Educational Programs at the University of North Dakota." Paper read at American Educational Research Association, New York City.

Johnson, H.N. (1976). "A Survey of Students' Attitudes Toward the Counseling Service at a Predominantly Black University." Paper presented at the American Personnel and Guidance Association Conference,
Chicago.

Jones, W.T. (1987). "Enhancing Minority-White Peer Interactions" in Wright, D.J., ed. Responding to the Needs of Today's Minority Students. New Directions for Student Services, No. 38. San Francisco: Jossey-Bass.

Lenning, O.T., Sauer, K. and Beal, P.E. (1980). Student Retention Strategies. American Association for Higher Education--Educational Resources Information Center/Higher Education Research Report No. 80.

Little, J.K. (1959). "The Persistence of Academically Talented Youth in University Studies." Educational Record 40, 237-241.

Loo, C.M., and Rolison, G. (1986). "Alienation of Ethnic Minority Students at a Predominantly White University." The Journal of Higher Education 57, 58-77.

McNairy, F.G. (1987). "Higher Education's Challenge for the Nest Decade -- Black Student Retention." Paper presented at the Black Retention Workshop, sponsored by the South Carolina Commission on Higher Education.

Nettles, M.T., Thoeny, A.R. and Gosman, E. (1986). "Comparative and Predictive Analyses of Black and White Students' College Achievement and Experiences. The Journal of Higher Education 57, 289-318.

Newcomb, T.M. (1962). "Student Peer-group Influence." in N. Sanford (ed.), The American College, New York: Wiley.

Noel, L., Levitz, R., Saluri, D., and Associates. (1985). Increasing Student Retention: Effective Programs for Reducing the Dropout Rate. San Francisco: Jossey-Bass.

Pantages, T.J. and Creedon, C.F. (1978). "Studies of College Attrition: 1950-1975." Review of Educational Research 48, 49-101.

Pascarella, E.T. and Terenzini, P.T. (1977). "Patterns of Student-Faculty Informal Interaction Beyond the Classroom and Voluntary Freshman Attrition." Journal of Higher Education 5:540-551.

Peterson, R., and Rodriquez, M. (1978). "Minority Student Perceptions of a University Environment." Journal of College Student Personnel 19, 259-263.

Ramist, L. (1981). "College Student Attrition and Retention." College Board Report, No. 81-1. New York: College Entrance Examination Board.

Remsik, J. (1979). "Minority Plan Has Way to Go." Milwaukee Journal, May, p. 27.

Rossman, J.E., and Kirk, B.A. (1970). "Factors Related to Persistence and Withdrawal Among University Students." Journal of Counseling Psychology 17, 56-62.

Rugg, E.A. (1983). "Design and Analysis Considerations for Longitudinal Retention and Attrition Studies." College and Universities 58, 119-134.

Schmid, J. and Reed, S.R. (1966). "Factors in Retention of Residence Hall Freshmen." Journal of Experimental Education 35, 28-36.

Schuman, H. and Converse, J.M. (Spring 1971). "The Effects of Black and White Interviewers on Black Response." Public Opinion Quarterly 35, 44-68.

Sexton, V.S. (1965). "Factors Contributing to Attrition in College Populations: Twenty-Five Years of Research." Journal of General Psychology 72, 301-326.

Slaney, R.B. (1980). "Expressed Vocational Choice and Vocational Indecision." Journal of Counseling Psychology 27, 122-129.

Slocum, W.L. (1956). "Social Factors Involved in Academic Morality." College and University 32, 53-64.

Smith, A.D. (1983). "Discriminating Factors Among College Student Persisters and Non-Persisters." Journal of College Student Personnel 24, 77-78.

South Carolina Commission on Higher Education (1985). The South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education 1986-1987 and Beyond. Columbia.

South Carolina Commission on Higher Education (1981). The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities. As approved by the U.S. Department of Education.

South Carolina Commission on Higher Education (1982-1985, 1987). Higher Education Statistical Abstract.

Spady, W.G. (1971). "Dropouts From Higher Education: Toward an Empirical Model." Interchange 2(3), 38-62.

Staples, Brent (1986). "The Dwindling Black Presence on Campus." New York Times Magazine, 135, 46.

Stikes, C.S. (1974). "An Exploratory Study of Selected Black Students with Socio-Academic Difficulties. Ph.D. dissertation, Kent State University.

Stikes, C.S. (1984). Black Students in Higher Education. Carbondale and Edwardsville: Southern Illinois University Press.

Suddarth, B.M. (1957). "Factors Influencing the Graduation of Freshmen Who Enroll at Purdue University. Unpublished report, June 1957. Cited in Sanford, N., ed. The American College. New York: Wiley, 1962.

Suen, H.K. (1983). "Alienation and Attrition of Black College Students on a Predominantly White Campus." Journal of College Student Personnel 24, 117-121.

Taylor, M.C. (1978). "Academic Performance of Blacks on White Campuses. Integrated Education 16, 28-31. Colleges and Universities 58, 199-134.

Terenzini, P.T., Pascarella, E.T., and Lorang, W.G. (1982). "An Assessment of the Academic and Social Influences on Freshman Year Educational Outcomes." Review of Higher Education 5, 86-110.

Tinto, V. (1975). "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." Review of Educational Research 45, 89-125.

Titley, R.W., Titley, B. and Wolff, W.M. (1976). "The Major Changers: Continuity or Discontinuity in the Career Decision Process?" Journal of Vocational Behavior 8, 105-111.

Trent, J. (1970). The Decision to Go to College: An Accumulative Multivariate Process. Center for Study of Evaluation, Report No. 64, Los Angeles: University of California Press.

Trent, J.W., and Medsker, L.L. (1968). Beyond High School: A Psychosociological Study of 10,000 High School Graduates. San Francisco: Jossey-Bass.

Turnbull, W.M. (1986). "Involvement: The Key to Retention." The Journal of Development Education 10, 6-11.

Turner, B.F., and Turner, C.B. (1975). "Race, Sex, and Perception of Occupation Opportunity Structure Among College Students." Sociological Quarterly 16, 345-60.

University of California Undergraduate Enrollment Study." (1980). Report of Task Group on Retention and Transfer. Berkeley: University of California.

Valverde, L.A. (1985). "Low-Income Students." in Noel and others, Increasing Student Retention: Effective Programs and Practices for Reducing the Dropout Rate. San Francisco: Jossey-Bass.

Welsh, M.F., Conway, Z., West, K. (1987). Factors Contributing to Black Student Retention at the University of South Carolina." A Report of Research Completed Under a Grant from the South Carolina Commission on Higher Education. Columbia, University of South Carolina.

Willie, C.V., and McCord, A.S. (1972). Black Students at White Colleges. New York: Praeger.

Winter, D.G., McClelland, D.C., and Stewart A.J. (1981). A New Case for the Liberal Arts: Assessing Institutional Goals and Student Development. San Francisco: Jossey-Bass.

APPENDIX A

SEX, RESIDENCY, SAT SCORES

OF

STUDENT POPULATION AND

SAMPLE POPULATION OF BLACK STUDENTS

AT

CLEMSON UNIVERSITY

Table A.1

Distribution by Sex of
Student Population at Clemson University
Enrolled Between 1980 and 1986

Year Enrolled	All Students				Minorities				Whites			
	Male		Female		Male		Female		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%
1980	5691	60.4	3738	39.6	255	66.9	126	33.1	5436	60.1	3612	39.9
1981	5958	60.1	3960	39.9	284	65.7	148	34.3	5674	59.8	3812	40.2
1982	5980	58.9	4170	41.1	338	62.9	199	37.1	5642	58.7	3971	41.3
1983	5957	57.7	4373	42.3	380	58.9	265	41.1	5577	57.6	4108	42.4
1984	6064	57.8	4424	42.2	412	58.8	289	41.2	5652	57.8	4135	42.2
1985	5982	57.3	4452	47.7	450	58.2	323	41.8	5532	57.3	4129	42.7
1986	5865	56.6	4495	43.4	478	57.1	359	42.9	5387	56.6	4136	43.4

Source: Frank Gentry, Executive Assistant to the Dean, Office of Admissions and Registration.

Table A.2

Distribution by Residency of
Student Population at Clemson University
Enrolled Between 1980 and 1986

Year Enrolled	In-State		Out-of-State	
	#	%	#	%
1980	7316	77.6	2113	22.4
1981	7515	75.8	2403	24.2
1982	7582	74.7	2568	25.3
1983	7644	74.0	2686	26.0
1984	7582	72.3	2906	27.7
1985	7381	70.7	3053	29.3
1986	7163	69.1	3197	30.9

Source: Frank Gentry, Executive Assistant to the Dean, Office of Admissions and Registration.

Table A.3

Mean SAT Scores of Entering Freshmen at Clemson University
Enrolled Between 1977 and 1987

Year Enrolled	All Freshmen			Male			Female		
	V	M	T	V	M	T	V	M	T
1977-79	466	529	995	464	547	1011	469	505	974
1980	472	533	1005	472	547	1019	473	516	989
1981	470	537	1007	470	554	1024	471	515	986
1982	476	541	1017	474	558	1032	477	521	998
1983	471	542	1013	469	561	1030	473	521	994
1984	471	541	1012	474	559	1033	468	520	988
1985	473	539	1012	470	553	1023	476	523	999
1986	476	549	1025	478	567	1045	474	528	1002
1987	475	553	1028	477	570	1047	472	530	1002

Source: Frank Gentry, Executive Assistant to the Dean, Office of Admissions and Registration.

Table A.4

Sex and Residency of Sample Population of
Black Students at Clemson University
Who Graduated or Withdrew After 1979

Year Enrolled	SEX				RESIDENCY			
	Male	%	Female	%	In-State	%	Out-of-State	%
1974-1979	102	62.2	62	37.8	133	81.6	30	18.4
1980	49	54.4	41	45.6	72	80.9	17	19.1
1981	56	61.5	35	38.5	79	86.8	12	13.2
1982	76	57.6	56	42.4	106	80.3	26	19.7
1983	48	45.7	57	54.3	88	83.8	12	16.2
1984	49	57.7	36	42.3	68	81.0	16	19.0
1985	54	59.3	37	40.7	70	76.9	21	23.1
1986	35	51.5	33	48.5	61	89.7	7	10.3
TOTAL	474	56.6	364	43.4	689	82.5	146	17.5

Note: 1987 partial year not shown.

Table A.5

Mean SAT Scores of Sample Population of Black Students at Clemson University Who Graduated or Withdrew After 1979

	Sample Population			Male			Female		
Year Enrolled	V	M	T	V	M	T	V	M	T
1974-79	377	428	805	366	420	786	397	440	837
1980	399	453	852	379	438	816	423	470	893
1981	415	472	887	410	481	891	424	456	880
1982	404	448	852	392	440	832	420	458	878
1983	406	459	865	477	442	819	428	471	899
1984	383	448	831	394	455	849	365	438	803
1985	380	445	825	360	431	791	405	461	866
1986	409	432	841	445	486	931	377	381	758
OVERALL AVERAGE	395	447	842	384	443	827	410	453	863

Note: 1987 partial year not shown.

APPENDIX B

MANOVA AND MEAN TABLES

OF

HISTORY FACTORS

TABLE B.1

History Factors
Retention of Sample Population

MANOVA Table
P-Values

	All Withdrawals and Graduates
Overall Effect (λ)	.0001
History Factors	
SAT Score	
Verbal	.0001
Math	.0001
Total	.0001
High School Class	
Standing	.0001
Size	.6120
Rank	.0001
Grade Point Average	
Predicted	.0001
Actual	.0001

TABLE B.2

History Factors
Retention Status of Sample Population

Mean Table

	Withdrew		Graduated		
	Mean	SD	Mean	SD	F
	N = (314)		(275)		
History Factors					
SAT Score					
Verbal	387	9.23	416	8.49	14.93***
Math	439	9.62	470	8.69	16.84***
Total	826	17.19	886	15.12	19.69***
High School Class					
Standing	54.2	70.63	33.3	45.86	17.64***
Size	249.6	153.56	243.2	155.42	0.26
Rank (%)	21.4	22.59	13.9	16.95	20.07***
Grade Point Average					
Predicted	2.12	57.33	2.34	49.44	24.41***
Actual	1.62	55.01	2.45	44.62	391.33***

***Significant at 0.01 level.

TABLE B.3

History Factors
Retention of Sample Population

MANOVA Table
P-Values

	Retention by Sex	
	Withdrew Males/Females	Graduated Males/Females
Overall Effect (λ)	.0001	.0002
History Factors		
SAT Score		
Verbal	.0015	.0850
Math	.1090	.8086
Total	.0094	.4086
High School Class		
Standing	.0001	.0233
Size	.2405	.0495
Rank	.0001	.0001
Grade Point Average		
Predicted	.0001	.0058
Actual	.0415	.5133

TABLE B.4

History Factors
Retention Status by Sex of Sample Population

Mean Table

	Withdrew				
	Males		Females		
	Mean	SD	Mean	SD	F
N =	(195)		(119)		
History Factors					
SAT Score					
Verbal	375	10.03	409	7.30	10.20***
Math	432	10.59	450	7.71	2.58
Total	807	19.27	859	12.51	6.83***
High School Class					
Standing	68.4	81.98	31.0	36.11	22.19***
Size	241.7	160.04	262.7	142.00	1.38
Rank (%)	27.2	25.34	11.8	12.3	38.41***
Grade Point Average					
Predicted	1.99	65.00	2.33	32.17	28.84***
Actual	1.58	54.49	1.70	55.13	4.19**

	Graduated				
	Males		Females		
	Mean	SD	Mean	SD	F
N =	(138)		(137)		
History Factors					
SAT Score					
Verbal	407	9.40	425	7.39	2.99*
Math	471	9.39	469	7.95	0.06
Total	878	17.19	894	12.72	0.68
High School Class					
Standing	39.5	54.34	27.0	34.40	5.20**
Size	224.8	151.42	261.6	157.75	3.89**
Rank (%)	18.0	20.68	9.8	10.69	16.89***
Grade Point Average					
Predicted	2.26	58.19	2.42	37.12	7.74***
Actual	2.43	46.15	2.47	43.11	0.43

***Significant at 0.01 level.
**Significant at 0.05 level.
*Significant at 0.10 level.

TABLE B.5

History Factors
Retention of Sample Population

MANOVA Table
P-Values

	Retention by Residency	
	Withdrew In/Out-state	Graduated In/Out-state
Overall Effect (λ)	.0001	.0001
History Factors		
SAT Score		
Verbal	.0001	.0071
Math	.0001	.0054
Total	.0001	.0018
High School Class		
Standing	.0001	.0001
Size	.8964	.7548
Rank	.0001	.0001
Grade Point Average		
Predicted	.0001	.0001
Actual	.0792	.3038

TABLE B.6

History Factors
Retention Status by Residency of Sample Population

Mean Table

	Withdrew				
	In-state		Out-of-state		
	Mean	SD	Mean	SD	F
N =	(235)		(78)		
History Factors					
SAT Score					
Verbal	402	8.34	344	10.35	25.74***
Math	454	8.52	395	11.35	23.26***
Total	856	14.77	739	20.67	29.94***
High School Class					
Standing	43.6	61.53	84.8	85.77	21.23***
Size	250.2	157.93	247.6	141.55	0.02
Rank (%)	16.3	17.22	36.2	29.34	52.98***
Grade Point Average					
Predicted	2.24	44.33	1.78	75.71	42.47***
Actual	1.71	52.74	1.59	54.77	3.10*

	Graduated				
	In-state		Out-of-state		
	Mean	SD	Mean	SD	F
N =	(240)		(35)		
History Factors					
SAT Score					
Verbal	421	8.25	380	9.37	7.36***
Math	476	8.30	432	10.35	7.88***
Total	897	14.41	812	17.85	9.92***
High School Class					
Standing	27.7	35.07	71.3	81.20	30.57***
Size	242.1	157.38	250.9	143.11	0.10
Rank (%)	11.8	14.26	28.5	25.22	33.00***
Grade Point Average					
Predicted	2.39	43.98	1.99	68.51	21.00***
Actual	2.46	44.63	2.38	44.47	1.06

***Significant at 0.01 level.
*Significant at 0.10 level.

TABLE B.7

History Factors
Sex and Retention of Sample Population

MANOVA Table
P-Values

	Sex of Population
Overall Effect (λ)	.0001
History Factors	
SAT Score	
Verbal	.0001
Math	.1305
Total	.0029
High School Class	
Standing	.0001
Size	.0325
Rank	.0001
Grade Point Average	
Predicted	.0001
Actual	.0007

TABLE B.8

History Factors
Sex of Sample Population

Mean Table

	Males		Females		
	Mean	SD	Mean	SD	F
N =	(333)		(256)		
History Factors					
SAT Score					
Verbal	388	9.89	417	7.38	15.47***
Math	448	10.28	460	7.88	2.29
Total	836	18.74	877	12.71	8.95***
High School Class					
Standing	56.4	73.13	28.8	35.19	30.94***
Size	234.7	156.52	262.1	150.34	4.59**
Rank (%)	23.4	23.92	10.7	11.46	60.73***
Grade Point Average					
Predicted	2.10	63.57	2.38	35.12	40.10***
Actual	1.93	66.30	2.11	61.99	11.64***

***Significant at 0.01 level.
**Significant at 0.05 level.

TABLE B.9

History Factors
Sex and Retention of Sample Population

MANOVA Table
P-Values

	Retention by Males	Retention by Females
Overall Effect (λ)	.0001	.0001
History Factors		
SAT Score		
Verbal	.0031	.0790
Math	.0005	.0573
Total	.0005	.0277
High School Class		
Standing	.0003	.3706
Size	.3340	.9559
Rank	.0005	.1650
Grade Point Average		
Predicted	.0001	.0439
Actual	.0001	.0001

TABLE B.10

History Factors
Sex by Retention Status of Sample Population

Mean Table

	Males				
	Withdrew		Graduated		
	Mean	SD	Mean	SD	F
N =	(195)		(138)		
History Factors					
SAT Score					
Verbal	375	10.03	407	9.40	8.87***
Math	432	10.59	471	9.39	12.18***
Total	807	19.27	878	17.19	12.21***
High School Class					
Standing	68.4	81.98	39.5	54.34	13.06***
Size	241.7	160.04	224.8	151.42	0.94
Rank (%)	27.2	25.34	18.0	20.68	12.42***
Grade Point Average					
Predicted	1.99	65.00	2.26	58.19	14.96***
Actual	1.57	54.49	2.43	46.15	225.70***

	Females				
	Withdrew		Graduated		
	Mean	SD	Mean	SD	F
N =	(119)		(137)		
History Factors					
SAT Score					
Verbal	409	7.30	425	7.39	3.11*
Math	450	7.71	469	7.95	3.65*
Total	859	12.51	894	12.72	4.90***
High School Class					
Standing	31.0	36.11	27.0	34.40	0.80
Size	262.7	142.00	261.6	157.75	0.00
Rank (%)	11.81	12.25	9.81	10.69	1.94
Grade Point Average					
Predicted	2.33	32.17	2.42	37.12	4.10**
Actual	1.70	55.13	2.47	43.11	153.05***

***Significant at 0.01 level.
**Significant at 0.05 level.
*Significant at 0.10 level.

TABLE B.11

History Factors
Residency and Retention of Sample Population

MANOVA Table
P-Values

	Residency
Overall Effect (λ)	.0001
History Factors	
SAT Score	
Verbal	.0001
Math	.0001
Total	.0001
High School Class	
Standing	.0001
Size	.8770
Rank (%)	.0001
Grade Point Average	
Predicted	.0001
Actual	.0982

TABLE B.12

History Factors
Residency of Sample Population

Mean Table

	Residency				
	In-State		Out-of-State		
	Mean	SD	Mean	SD	F
	N = (475)		(113)		
History Factors					
SAT Score					
Verbal	412	8.34	355	10.16	39.12***
Math	465	8.47	407	11.14	37.86***
Total	877	14.71	762	20.05	48.15***
High School Class					
Standing	35.6	50.52	80.6	84.25	54.05***
Size	246.1	157.54	248.6	141.40	0.02
Rank (%)	14.03	15.94	33.79	28.25	99.58***
Grade Point Average					
Predicted	2.31	44.77	1.84	73.94	75.31***
Actual	2.03	65.46	1.92	60.18	2.74*

***Significant at 0.01 level.
*Significant at 0.10 level.

TABLE B.13

History Factors
Residency and Retention of Sample Population

MANOVA Table
P-Values

	In-State	Out-of-State
Overall Effect (λ)	.0001	.0101
History Factors		
SAT Score		
Verbal	.0148	.0790
Math	.0048	.1040
Total	.0027	.0728
High School Class		
Standing	.0006	.4345
Size	.5747	.9091
Rank (%)	.0019	.1802
Grade Point Average		
Predicted	.0002	.1516
Actual	.0001	.0001

TABLE B.14

History Factors
Residency by Retention of Sample Population

Mean Table

	In-State				
	Withdrew		Graduated		
	Mean	SD	Mean	SD	F
	N = (235)		(240)		
History Factors					
SAT Score					
Verbal	402	8.34	421	8.25	5.98**
Math	454	8.52	476	8.30	8.01***
Total	856	14.77	897	14.41	9.13***
High School Class					
Standing	43.6	61.53	27.7	35.07	12.05***
Size	250.2	157.93	242.1	157.38	0.32
Rank (%)	16.32	17.22	11.79	14.26	9.76***
Grade Point Average					
Predicted	2.24	44.33	2.39	43.98	14.35***
Actual	1.59	52.74	2.46	44.63	379.46***

	Out-of-State				
	Withdrew		Graduated		
	Mean	SD	Mean	SD	F
	N = (35)		(78)		
History Factors					
SAT Score					
Verbal	344	10.35	380	9.37	3.14*
Math	395	11.35	432	10.35	2.69
Total	739	20.67	812	17.85	3.28*
High School Class					
Standing	84.78	85.77	71.31	81.20	0.62
Size	247.6	141.55	250.9	143.11	0.01
Rank (%)	36.2	29.34	28.5	25.22	1.82
Grade Point Average					
Predicted	1.78	75.71	1.99	68.51	2.08
Actual	1.79	54.77	2.38	44.47	39.99***

***Significant at 0.01 level.
**Significant at 0.05 level.
*Significant at 0.10 level.

APPENDIX C

QUESTIONNAIRE

FOR

STUDENTS WHO GRADUATED

QUESTIONNAIRE

BLACK STUDENT RETENTION STUDY

FOR

STUDENTS WHO GRADUATED

SSN: _____ - ___ - _____

Name: _____
(Last) (First) (Middle/Maiden)

Telephone Number: _____

_____

Dates Called: _____

_____

_____

Interviewer: _____

NOTES:

INTRODUCTION FOR TELEPHONE INTERVIEWS

Hello, my name is _____. I'm a Black student at Clemson University and I'm working with a research project on Black student enrollment.

You did attend Clemson didn't you?

Good. We obtained a list of students who entered the University after 1979. Your name was selected at random from that list to be interviewed.

I'd like to ask you some questions about your experiences at Clemson that will help Clemson and other universities provide better educational opportunities for Black students. This survey should take no more than 20 minutes. This may sound like a long time, but it goes rather quickly and we think that you will find it interesting.

(Call by name) _____, you can imagine the importance of this information, and we would really value your input. The results of this telephone survey will be reviewed by the top educational leaders of the State. Your name will never be identified with the project; all information will be held in the strictest confidence.

Given the importance of this study, I'm sure that you want to help us out. Right? _____

If NO. If now is not a good time, when would be a good time to call you back?

If YES. Good!

I am going to ask you questions about your campus experiences, how you got along with faculty and other students, what you thought of campus services, and something about your own personal background.

We'd like you to answer these questions as honestly as possible. Remember, your answers will be kept in the strictest confidence.

Just relax and we can get through this with no problem. Okay? Here we go.

SURVEY # _____

FIRST I'M GOING TO ASK YOU ABOUT YOUR CAMPUS EXPERIENCE AT CLEMSON

1. For what reason(s) did you decide to attend Clemson?

_____ Academic reputation
_____ Had the major I wanted
_____ Family encouraged
_____ Friends encouraged
_____ High school teacher encouraged
_____ Location
_____ Financial aid
_____ Scholarship
_____ Athletic scholarship
_____ Wanted an integrated setting
_____ University sponsored workshops
_____ Other (identify)

1b. Of the reasons you stated, which two were the most important? (Interviewer, underscore the two reasons.)

2. Did you change your major while at Clemson? ____Yes ____No

a. If YES, how many times? _____

3. As a freshman did you live on campus? ____Yes ____No

4. As a freshman was your roommate black? ____Yes ____No

5. Did you request a black roommate? ____Yes ____No

6. Did you live on campus for most of your college years? ____Yes ____No

a. If YES, were there more than 20 Black students in your dorm? ____Yes ____No

b. If NO, did you live with parents or relatives? ____Yes ____No

7. Did you have Black roommates during the rest of your time at Clemson? ____Yes ____No

8. In your opinion, were there a sufficient number of Black students on campus to provide a satisfactory social life? ____Yes ____No

9. Did you socialize with Black students most of the time? _____Yes ____No

10. Did you participate in? (Mark Y for Yes and N for No.)

_____ Science Camp for Honor
_____ Minority Engineering Workshop
_____ Orange Carpet Day
_____ Black Student Week-end
_____ Clemson University Society of Black Engineers
_____ Student League for Black Identity (SLIBI)
_____ Calhoun College
_____ PAMOJA
_____ Gospel Choir
_____ Fraternity
_____ Sorority

11. About how many campus organizations were you active in during your last year as a student at Clemson? _____

12. About how many extracurricular activities sponsored by Black student organizations did you participate in during your last year at Clemson? _____

13. Did you ever run for office in campus organizations? _____Yes _____No

a. If YES, how many? _____

b. How many of these organizations were made up primarily of Black students? _____

14. Did you ever hold leadership positions in campus organizations? _____Yes _____No

a. If YES, how many? _____

b. How many of these organizations were made up of primarily Black students? _____

15. Did you feel that at Clemson there were:

... attempts to bring you into the mainstream of student life? (Y or N)
... professors who made you feel good about yourself? (check one) _____many? _____some? _____few? _____none?
... professors who took a real interest in you personally? (check one) _____many? _____some? _____few? _____none?
... good relations between Black and White students? (check one) _____many? _____some? _____few? _____none?

16. Were there any serious racial problems or difficulties that affected Black students at Clemson during the time you attended here? (Mark Yes or No)

_____ Feelings of alienation

_____ Professors conveying the feeling that Black students are inferior
_____ White students conveying the feeling that Black students are inferior
_____ Professors not calling on Black students
_____ Professors grading Black students lower than White students
_____ Other (identify)

17. Clemson has a higher dropout rate for Black students than for White students. Why do you think this is so?

_____ More family pressure
_____ Lack of special programs
_____ Lack of helpful Black faculty/staff
_____ Inferior quality of Black student academic preparation
_____ Lack of perseverance
_____ Lack of Black students
_____ Lack of financial aid
_____ Other (identify)

NOW I'M GOING TO ASK YOU THREE QUESTIONS. I WANT YOU TO ANSWER THEM ON A SCALE FROM 1 TO 10. 10 IS THE HIGHEST.

18. As a student, how did you like Clemson? 1 2 3 4 5 6 7 8 9 10 (none) (a lot)

19. How much racial discrimination (if any) did you feel that there was in the classroom? 1 2 3 4 5 6 7 8 9 10 (none) (a lot)

20. How much racial discrimination (if any) did you feel that there was in social activities? 1 2 3 4 5 6 7 8 9 10 (none) (a lot)

NOW I'M GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR INTERACTIONS WITH FACULTY AND STAFF.

21. Were you ever taught by a Black instructor? _____Yes _____No

22. Did a Black faculty or staff member serve as advisor to any of the organizations to which you belonged? _____Yes _____No

23. Was there a Black faculty or staff member to whom you could go for advice at any time? _____Yes _____No

24. Have you ever taken a course at Clemson that deals with Black culture? _____Yes _____No

25. How would you characterize your relation with:

White faculty: ___Excellent ___Good ___Fair ___Poor ___Very Poor
White staff: ___Excellent ___Good ___Fair ___Poor ___Very Poor
White Students: ___Excellent ___Good ___Fair ___Poor ___Very poor

26. Was there one faculty member, administrator, or staff member who was most influential in your studies? _____Yes _____No

a. If YES, was this person Black? _____Yes _____No

NOW I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR USE OF UNIVERSITY SUPPORT SERVICES.

27. What were the major sources of funding for your college education?

_____ Parents' earnings/savings
_____ Personal earnings/savings
_____ Spouse's earnings/savings
_____ Federal/university loans
_____ Federal/university grants
_____ Athletic scholarship
_____ Academic scholarship
_____ Veteran's benefits
_____ Other _____

28. Were the financial services of Clemson adequate to meet your financial needs? _____Yes _____No

29. Did you make use of any tutorial services? _____Yes _____No
_____Free? _____Paid?

30. Did you use the counseling services at Clemson? _____Yes _____No

31. Which office, program, or organization did you find most helpful in your academic and social adjustment to the university?

_____

NOW I'M GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR FEELINGS ABOUT HOW THE UNIVERSITY AFFECTED YOU. PLEASE TELL ME WHETHER YOU AGREE OR DISAGREE WITH THESE STATEMENTS:

32. The university helped me to feel that I am a person of worth, at least on a plane with others.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

33. The university made me feel that I am able to do things as well as most other people.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

34. Experiences that I had at the university made me feel that I am a person of value.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

35. Experience that I had at the university helped me to develop a more positive attitude toward myself.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

36. The negative experiences at the university motivated me to try harder.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

NOW I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR HIGH SCHOOL EXPERIENCE, YOUR FAMILY, AND THE PLANS AND EXPECTATIONS THAT YOU HAD FOR HIGHER EDUCATION.

37. Did you receive encouragement from a high school counselor to attend college? _____Yes _____No

38. Did you participate in any Clemson sponsored programs while you were a high school student? _____Yes _____No

39. Did your parents back you in your college plans? _____Yes _____No

40. Until you turned 18, had you spent most of your life in South Carolina? _____Yes _____No

41. What was the highest number of years of education completed by your father? _____ mother? _____ (If 11 yrs., ask if received high school diploma _____)

42. Are you an only child? _____Yes _____No

43. a. If NO, how many children are in your family? _____

b. What is your birth position in the family?
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

44. Were you the first of your brothers and sisters to go to college? _____Yes _____No

45. About what percentage of the students in your high school were Black? ____24% or less; ____24-49%; ____50-70%; ___75% or more

46. In terms of racial make-up, how would you characterize your neighborhood during your high school years?
__ All Black __Predominantly Black __ Predominantly White
__ 50/50

47. What kind of location did you grow up in?
__ Rural __Small City __ Suburban __ Urban

48. What were your parents' occupations while you were at Clemson?
Father _____ Mother _____
_____ _____

49. Did you attend graduate school? _____Yes _____No

a. If YES, where did you attend graduate school? _____

b. If NO, do you plan to attend graduate school in the future? _____Yes _____No

NOW WE'VE REACHED THE LAST SECTION AND I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT RACE AND RACE RELATIONSHIPS.

50. People use different words to refer to people of our race. How do you identify yourself?

(Interviewer, do not read this list of choices; allow respondent to answer without prompting.)

_____ Negro
_____ Afro-American
_____ African American
_____ Colored
_____ Black
_____ Black American

51. How much power or influence do you think Black people have in American life and politics? Would you say they had:

_____ a great deal of power
_____ a lot
_____ only a little
_____ none at all
_____ don't know

FOR THE REMAINDER OF THE QUESTIONS, PLEASE TELL ME WHETHER YOU AGREE OR DISAGREE WITH THESE STATEMENTS.

52. I am sometimes limited by false assumptions or expectations that others hold about me because of my race.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

53. In college, I socialized with my race by sitting in the loggia, the section of the cafeteria, football stadium, or basketball gym, that was all black.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

54. All Blacks will face discrimination that can't be solved by individual effort alone.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

55. In order to overcome discrimination, individual Blacks must be better trained and better qualified than the most qualified White person.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

56. If a Black only tries hard enough, he can get ahead despite opposition from Whites.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

57. Blacks have the same opportunities as Whites.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

58. Many Blacks have not prepared themselves to make use of the opportunities that come their way.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

THANK YOU FOR YOUR COOPERATION

APPENDIX D

QUESTIONNAIRE

FOR

STUDENTS WHO WITHDREW

QUESTIONNAIRE

BLACK STUDENT RETENTION STUDY

FOR

STUDENTS WHO WITHDREW

SSN: _____ - __ - _____

Name: _____
(Last) (First) (Middle/Maiden)

Telephone Number: _____

_____

Dates Called: _____

_____

_____

Interviewer: _____

NOTES:

INTRODUCTION FOR TELEPHONE INTERVIEWS

Hello, my name is _____. I'm a Black student at Clemson University and I'm working with a research project on Black student enrollment.

You did attend Clemson didn't you?

Good. We obtained a list of students who entered the university after 1979. Your name was selected at random from that list to be interviewed.

I'd like to ask you some questions about your experiences at Clemson that will help Clemson and other universities provide better educational opportunities for Black students. This survey should take no more than 20 minutes. This may sound like a long time, but it goes rather quickly and we think that you will find it interesting.

(Call by name) _____, you can imagine the importance of this information, and we would really value your input. The results of this telephone survey will be reviewed by the top educational leaders of the State. Your name will never be identified with the project; all information will be held in the strictest confidence.

Given the importance of this study, I'm sure that you want to help us out. Right? _____

If NO. If now is not a good time, when would be a good time to call you back?

If YES. Good!

I am going to ask you questions about your campus experiences, how you got along with faculty and other students, what you thought of campus services, and something about your own personal background.

We'd like you to answer these questions as honestly as possible. Remember, your answers will be kept in the strictest confidence.

Just relax and we can get through this with no problem. Okay? Here we go.

SURVEY # _____

FIRST I'M GOING TO ASK YOU ABOUT YOUR CAMPUS EXPERIENCE AT CLEMSON

1. For what reason(s) did you decide to attend Clemson?

_____ Academic reputation
_____ Had the major I wanted
_____ Family encouraged
_____ Friends encouraged
_____ High school teacher encouraged
_____ Location
_____ Financial aid
_____ Scholarship
_____ Athletic scholarship
_____ Wanted an integrated setting
_____ University sponsored workshops
_____ Other (identify)

1b. Of the reasons you stated, which two were the most important? (Interviewer, underscore the two reasons.)

2. Did you change your major while at Clemson? ____Yes ____No

a. If YES, how many times? _____

3. As a freshman did you live on campus? ____Yes ____No

4. As a freshman was your roommate black? ____Yes ____No

5. Did you request a black roommate? ____Yes ____No

6. Did you live on campus for most of your college years? ____Yes ____No

a. If YES, were there more than 20 Black students in your dorm? ____Yes ____No

b. If NO, did you live with parents or relatives? ____Yes ____No

7. Did you have Black roommates during the rest of your time at Clemson? ____Yes ____No

8. In your opinion, were there a sufficient number of Black students on campus to provide a satisfactory social life? ____Yes ____No

9. Did you socialize with Black students most of the time? _____Yes ____No

10. Did you participate in? (Mark Y for Yes and N for No.)

_____ Science Camp for Honors
_____ Minority Engineering Workshop
_____ Orange Carpet Day
_____ Black Student Week-end
_____ Clemson University Society of Black Engineers
_____ Student League for Black Identity (SLIBI)
_____ Calhoun College
_____ PAMOJA
_____ Gospel Choir
_____ Fraternity
_____ Sorority

11. About how many campus organizations were you active in during your last year as a student at Clemson? _____

12. About how many extracurricular activities sponsored by Black student organizations did you participate in during your last year at Clemson? _____

13. Did you ever run for office in campus organizations? _____Yes _____No

a. If YES, how many? _____

b. How many of these organizations were made up primarily of Black students? _____

14. Did you ever hold leadership positions in campus organizations? _____Yes _____No

a. If YES, how many? _____

b. How many of these organizations were made up of primarily Black students? _____

15. Did you feel that at Clemson there were:

... attempts to bring you into the mainstream of student life? (Y or N)
... professors who made you feel good about yourself? (check one) _____many? _____some? _____few? _____none?
... professors who took a real interest in your personally? (check one) _____many? _____some? _____few? _____none?
... good relations between Black and White students? (check one) _____many? _____some? _____few? _____none?

16. Were there any serious racial problems or difficulties that affected Black students at Clemson during the time you attended here? (Mark Yes or No)

_____ Feelings of alienation

_____ Professors conveying the feeling that Black students are inferior
_____ White students conveying the feeling that Black students are inferior
_____ Professors not calling on Black students
_____ Professors grading Black students lower than White students
_____ Other

17. Clemson has a higher dropout rate for Black students than for White students. Why do you think this is so?

_____ More family pressure
_____ Lack of special programs
_____ Lack of helpful Black faculty/staff
_____ Inferior quality of Black student academic preparation
_____ Lack of perseverance
_____ Lack of Black students
_____ Lack of financial aid
_____ Other (identify)

NOW I'M GOING TO ASK YOU THREE QUESTIONS. I WANT YOU TO ANSWER THEM ON A SCALE FROM 1 TO 10. 10 IS THE HIGHEST.

18. As a student, how did you like Clemson? 1 2 3 4 5 6 7 8 9 10 (none) (a lot)

19. How much racial discrimination (if any) did you feel that there was in the classroom? 1 2 3 4 5 6 7 8 9 10 (none) (a lot)

20. How much racial discrimination (if any) did you feel that there was in social activities? 1 2 3 4 5 6 7 8 9 10 (none) (a lot)

NOW I'M GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR INTERACTIONS WITH FACULTY AND STAFF.

21. Were you ever taught by a Black instructor? _____Yes _____No

22. Did a Black faculty or staff member serve as advisor to any of the organizations to which you belonged? _____Yes _____No

23. Was there a Black faculty or staff member to whom you could go for advice at any time? _____Yes _____No

24. Have you ever taken a course at Clemson that deals with Black culture? _____Yes _____No

25. How would you characterize your relation with:

White faculty: ___Excellent ___Good ___Fair ___Poor ___Very Poor
White staff: ___Excellent ___Good ___Fair ___Poor ___Very Poor
White students: ___Excellent ___Good ___Fair ___Poor ___Very poor

26. Was there one faculty member, administrator, or staff member who was most influential in your studies? _____Yes _____No

a. If YES, was this person Black? _____Yes _____No

NOW I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR USE OF UNIVERSITY SUPPORT SERVICES.

27. What were the major sources of funding for your college education?

_____ Parents' earnings/savings
_____ Personal earnings/savings
_____ Spouse's earnings/savings
_____ Federal/university loans
_____ Federal/university grants
_____ Athletic scholarship
_____ Academic scholarship
_____ Veteran's benefits
_____ Other _____

28. Were the financial services of Clemson adequate to meet your financial needs? _____Yes _____No

29. Did you make use of any tutorial services? _____Yes _____No
_____Free? _____Paid?

30. Did you use the counseling services at Clemson? _____Yes _____No

31. Which office, program, or organization did you find most helpful in your academic and social adjustment to the university?

_____

NOW I'M GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR FEELINGS ABOUT HOW THE UNIVERSITY AFFECTED YOU. PLEASE TELL ME WHETHER YOU AGREE OR DISAGREE WITH THESE STATEMENTS:

32. The university helped me to feel that I am a person of worth, at least on a plane with others.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

33. The university made me feel that I am able to do things as well as most other people.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

34. Experiences that I had at the university made me feel that I am a person of value.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

35. Experience that I had at the University helped me to develop a more positive attitude toward myself.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

36. The negative experiences at the university motivated me to try harder.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

NOW I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR HIGH SCHOOL EXPERIENCE, YOUR FAMILY, AND THE PLANS AND EXPECTATIONS THAT YOU HAD FOR HIGHER EDUCATION.

37. Did you receive encouragement from a high school counselor to attend college? _____Yes _____No

38. Did you participate in any Clemson sponsored programs while you were a high school student? _____Yes _____No

39. Did your parents back you in your college plans? _____Yes _____No

40. Until you turned 18, had you spent most of your life in South Carolina? _____Yes _____No

41. What was the highest number of years of education completed by your father? _____ mother? _____ (If 11 yrs., ask if received high school diploma _____)

42. Are you an only child? _____Yes _____No

43. a. If NO, how many children are in your family? _____

b. What is your birth position in the family?
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

44. Were you the first of your brothers and sisters to go to college? _____Yes _____No

45. About what percentage of the students in your high school were Black? ___24% or less; ____24-49%; ____50-70%; ____75% or more

46. In terms of racial make-up, how would you characterize your neighborhood during your high school years?
__ All Black __Predominantly Black __ Predominantly White
__ 50/50

47. What kind of location did you grow up in?
__ Rural __Small City __ Suburban __ Urban

48. What were your parents' occupations while you were at Clemson?
Father _____ Mother _____
_____ _____

49. Did you attend graduate school? _____Yes _____No

a. If YES, where did you attend graduate school? _____

b. If NO, do you plan to attend graduate school in the future? _____Yes _____No

NOW WE'VE REACHED THE LAST SECTION AND I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT RACE AND RACE RELATIONSHIPS.

50. People use different words to refer to people of our race. How do you identify yourself?

(Interviewer, do not read this list of choices; allow respondent to answer without prompting.)

_____ Negro
_____ Afro-American
_____ African American
_____ Colored
_____ Black
_____ Black American

51. How much power or influence do you think Black people have in American life and politics? Would you say they had:

_____ a great deal of power
_____ a lot
_____ only a little
_____ none at all
_____ don't know

FOR THE REMAINDER OF THE QUESTIONS, PLEASE TELL ME WHETHER YOU AGREE OR DISAGREE WITH THESE STATEMENTS.

52. I am sometimes limited by false assumptions or expectations that others hold about me because of my race.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

53. In college, I socialized with my race by sitting in the loggia, the section of the cafeteria, football stadium, or basketball gym, that was all black.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

54. All Blacks will face discrimination that can't be solved by individual effort alone.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

55. In order to overcome discrimination, individual Blacks must be better trained and better qualified than the most qualified White person.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

56. If a Black only tries hard enough, he can get ahead despite opposition from Whites.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

57. Blacks have the same opportunities as Whites.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

58. Many Blacks have not prepared themselves to make use of the opportunities that come their way.

Strongly agree Agree Neutral Disagree Strongly disagree
5.....4.....3.....2.....1

THANK YOU FOR YOUR COOPERATION

APPENDIX E

FREQUENCY TABLE

OF

HISTORY FACTORS

FOR

SAMPLE POPULATION

TABLE E

Black Undergraduate Student History Profile
Clemson University
1980-1987

Variable & Code		Dropouts/ Transfers #	Dropouts/ Transfers %	Graduated #	Graduated %	Total #	Total %
M1	TOTAL STUDENTS	526	62.8	312	37.2	838	100
ST	State						
21.	New York	6	1.1	2	0.6	8	1.0
22.	New Jersey	1	0.2	1	0.3	2	0.2
23.	Pennsylvania	0	0.0	1	0.3	1	0.1
31.	Ohio	0	0.0	1	0.3	1	0.1
32.	Indiana	1	0.2	0	0.0	1	0.1
34.	Michigan	1	0.2	0	0.0	1	0.1
35.	Wisconsin	1	0.2	0	0.0	1	0.1
47.	Kansas	0	0.0	1	0.3	1	0.1
52.	Maryland	5	1.0	0	0.0	5	0.6
55.	Virginia	4	0.8	1	0.3	5	0.6
56.	North Carolina	22	4.2	13	4.2	35	4.2
57.	South Carolina	421	80.3	268	86.2	689	82.5
58.	Georgia	49	9.4	19	6.1	68	8.1
59.	Florida	4	0.8	2	0.6	6	0.7
61.	Kentucky	0	0.0	0	0.0	0	0.0
62.	Tennessee	1	0.2	0	0.0	1	0.1
63.	Alabama	5	1.0	1	0.3	6	0.7
64.	Mississippi	0	0.0	0	0.0	0	0.0
74.	Texas	0	0.0	1	0.3	1	0.1
86.	Arizona	2	0.4	0	0.0	2	0.2
93.	California	1	0.2	0	0.0	1	0.1
	Totals	524	100	311	100	835	100
ST2	In/Out State						
1.	In-state	421	80.3	268	86.2	689	82.5
2.	Out-State	103	19.7	43	13.8	146	17.5
	Totals	524	100	311	100	835	100
M2	Sex						
1.	Male	315	59.9	159	51.0	474	56.6
2.	Female	211	40.1	153	49.0	364	43.4
	Totals	526	100	312	100	838	100
M3	Race						
2.	Black	526	100	312	100	838	100
	Totals	526	100	312	100	838	100

M4 Classification

1. Fr. 1st Semester	126	29.0	0	0.0	126	16.9
2. Fr. 2nd Semester	46	10.6	0	0.0	46	6.2
3. So. 1st Semester	71	16.4	0	0.0	71	9.5
4. So. 2nd Semester	42	9.7	1	0.3	43	5.8
5. Jr. 1st Semester	48	11.1	0	0.0	48	6.4
6. Jr. 2nd Semester	33	7.6	0	0.0	33	4.4
7. Sr. 1st Semester	27	6.2	3	1.0	30	4.0
8. Sr. 2nd Semester	41	9.4	308	98.7	349	46.8
Totals	**434**	**100**	**312**	**100**	**746**	**100**

M5 Group Verbal Score

1. 20-29	79	21.8	26	8.9	105	16.1
2. 30-39	120	33.1	98	33.6	218	33.3
3. 40-49	118	32.6	115	39.4	233	35.6
4. 50-59	42	11.6	43	14.7	85	13.0
5. 60-73	3	0.8	10	3.4	13	2.0
Totals	**362**	**100**	**292**	**100**	**654**	**100**

M6 Group Math Score

1. 20-29	36	9.9	8	2.7	44	6.7
2. 30-39	93	25.7	48	16.4	141	21.6
3. 40-49	139	38.4	130	44.5	269	41.1
4. 50-59	77	21.3	84	28.8	161	24.6
5. 60-74	17	4.7	22	7.5	39	6.0
Totals	**362**	**100**	**292**	**100**	**654**	**100**

M7 Group Class Standing

1. 1- 19	133	40.8	159	57.4	292	48.4
2. 20- 49	82	25.2	60	21.7	142	23.5
3. 50- 99	62	19.0	35	12.6	97	16.1
4. 100-199	30	9.2	20	7.2	50	8.3
5. 200-299	14	4.3	3	1.1	17	2.8
6. 300 +	5	1.5	0	0.0	5	0.8
Totals	**326**	**100**	**277**	**100**	**603**	**100**

M8 Group Class Size

1. < 100	47	14.2	45	16.2	92	15.3
2. 100-199	91	28.0	80	28.9	171	28.4
3. 200-299	101	31.1	76	27.4	177	29.4
4. 300-399	38	11.7	34	12.3	72	11.9
5. 400-499	26	8.0	19	6.9	45	7.5
6. > 499	23	7.1	23	8.3	46	7.6
Totals	**326**	**100**	**277**	**100**	**603**	**100**

M9 Group Major

1.	Agriculture	12	2.8	6	1.9	18	2.4
2.	Architecture	8	1.9	9	2.9	17	2.3
3.	Education	71	16.6	34	10.9	105	14.2
4.	Engineering	105	24.6	102	32.7	207	28.0
5.	Commerce & Ind.	88	20.6	71	22.8	159	21.5
6.	Liberal Arts	24	5.6	20	6.4	44	6.0
7.	Nursing	11	2.6	14	4.5	25	3.4
8.	Sciences	55	12.9	48	15.4	103	13.9
9.	Parks Rec. & Tourism Mgt.	53	12.4	8	2.6	61	8.3
	Totals	**427**	**100**	**312**	**100**	**739**	**100**

M10 Group Predicted GPR

1.	< 1.0	18	5.6	6	2.2	24	4.0
2.	1.0-1.49	29	9.0	15	5.4	44	7.4
3.	1.5-1.99	43	13.4	20	7.2	63	10.5
4.	2.0-2.49	159	49.5	143	51.6	302	50.5
5.	2.5-2.99	58	18.1	78	28.2	136	22.7
6.	3.0-3.49	14	4.4	11	4.0	25	4.2
7.	3.5-4.00	0	0.0	4	1.4	4	0.7
	Totals	**321**	**100**	**277**	**100**	**598**	**100**

M11 Group Actual GPR

1.	< 1.0	40	8.2	0	0.0	40	5.0
2.	1.0-1.49	123	25.2	0	0.0	123	15.4
3.	1.5-1.99	170	34.8	0	0.0	170	21.3
4.	2.0-2.49	72	14.7	202	65.4	274	34.3
5.	2.5-2.99	17	3.5	61	19.7	78	9.8
6.	3.0-3.49	37	7.6	36	11.7	73	9.1
7.	3.5-4.0	30	6.1	10	3.2	40	5.0
	Totals	**489**	**100**	**309**	**100**	**798**	**100**

M12 Group Date Enrolled

1.	1975	6	1.1	6	1.9	12	1.4
2.	1976	2	0.4	11	3.5	13	1.6
3.	1977	5	1.0	27	8.7	32	3.8
4.	1978	20	3.8	23	7.4	43	5.1
5.	1979	24	4.6	40	12.8	64	7.6
6.	1980	46	8.7	44	14.1	90	10.7
7.	1981	33	6.3	58	18.6	91	10.9
8.	1982	69	13.1	63	20.2	132	15.8
9.	1983	74	14.1	31	9.9	105	12.5
10.	1984	77	14.6	8	2.6	85	10.1
11.	1985	90	17.1	1	0.3	91	10.9
12.	1986	68	12.9	0	0.0	68	8.1
13.	1987	12	2.3	0	0.0	12	1.4
	Totals	**526**	**100**	**312**	**100**	**838**	**100**

M13 Group Date Graduated

1.	1980 (Spr-Sum-Fall)			12	3.8	12	3.8
2.	1981 " " "			23	7.3	23	7.3
3.	1982 " " "			20	6.4	20	6.4
4.	1983 " " "			27	8.7	27	8.7
5.	1984 " " "			46	14.7	46	14.7
6.	1985 " " "			52	16.7	52	16.7
7.	1986 " " "			63	20.2	63	20.2
8.	1987 (Spr-Sum)			69	22.1	69	22.1
	Totals			**312**	**100**	**312**	**100**

M14 Group High School Rank

1.	Top 2%	30	9.2	50	18.1	80	13.3
2.	Top 10%	106	32.5	116	41.9	222	36.8
3.	Top 20%	81	24.8	59	21.3	140	23.2
4.	Top 50%	60	18.4	36	13.0	96	15.9
5.	Bottom 50%	49	15.0	16	5.8	65	10.8
	Totals	**326**	**100**	**277**	**100**	**603**	**100**

APPENDIX F

FREQUENCY TABLE

OF

HISTORY FACTORS

AND

COLLEGE EXPERIENCE OF RESPONDENTS

TABLE F

History Profile & Academic Experience of All Respondents

Variable & Code	Dropouts/ Transfers #	%	Graduated #	%	Total #	%
M1 Total Students	176	43.1	232	56.9	408	100
ST State						
21. New York	2	1.1	0	0.0	2	0.5
22. New Jersey	0	0.0	0	0.0	0	0.0
23. Pennsylvania	0	0.0	1	0.4	1	0.2
31. Ohio	0	0.0	1	0.4	1	0.2
32. Indiana	0	0.0	0	0.0	0	0.0
34. Michigan	0	0.0	0	0.0	0	0.0
35. Wisconsin	0	0.0	0	0.0	0	0.0
47. Kansas	0	0.0	1	0.4	1	0.2
52. Maryland	3	1.7	0	0.0	3	0.7
55. Virginia	2	1.1	1	0.4	3	0.7
56. North Carolina	7	4.0	7	3.0	14	3.4
57. South Carolina	137	78.3	206	89.2	343	84.5
58. Georgia	19	10.9	12	5.2	31	7.6
59. Florida	0	0.0	1	0.4	1	0.2
61. Kentucky	0	0.0	0	0.0	0	0.0
62. Tennessee	1	0.6	0	0.0	1	0.2
63. Alabama	3	1.7	1	0.4	4	1.0
64. Mississippi	0	0.0	0	0.0	0	0.0
74. Texas	0	0.0	0	0.0	0	0.0
86. Arizona	0	0.0	0	0.0	0	0.0
93. California	1	0.6	0	0.0	1	0.2
Totals	175	100	231	100	406	100
ST2 In/Out State						
1. In-state	137	78.3	206	89.2	343	84.5
2. Out-state	38	21.7	25	10.8	63	15.5
Totals	175	100	231	00	406	100
M2 Sex						
1. Male	94	53.4	110	47.4	204	50.0
2. Female	82	46.6	122	52.6	204	50.0
Totals	176	100	232	100	408	100
M3 Race						
2. Black	176	100	232	100	408	100
Totals	176	100	232	100	408	100

M4 Classification

1.	Fr. 1st Semester	35	20.2	0	0.0	35	8.6
2.	Fr. 2nd Semester	20	11.6	0	0.0	20	4.9
3.	So. 1st Semester	36	20.8	0	0.0	36	8.9
4.	So. 2nd Semester	22	12.7	1	0.4	23	5.7
5.	Jr. 1st Semester	21	12.1	0	0.0	21	5.2
6.	Jr. 2nd Semester	18	10.6	0	0.0	18	4.4
7.	Sr. 1st Semester	8	4.6	2	0.9	10	2.5
8.	Sr. 2nd Semester	13	7.5	229	98.7	242	59.8
12.	Post Graduate	0	0.0	0	0.0	0	0.0
30.	Master	0	0.0	0	0.0	0	0.0
40.	Education Special.	0	0.0	0	0.0	0	0.0
55.	Ph.D.	0	0.0	0	0.0	0	0.0
	Totals	173	100	232	100	405	100

M5 Group Verbal Score

1.	20-29	29	18.1	13	6.0	42	11.1
2.	30-39	56	35.0	73	33.5	129	34.1
3.	40-49	52	32.5	94	43.1	146	38.6
4.	50-59	22	13.8	30	13.8	52	13.8
5.	60-73	1	0.6	8	3.7	9	2.4
	Totals	160	100	218	100	378	100

M6 Group Math Score

1.	20-29	14	8.8	6	2.8	20	5.3
2.	30-39	35	21.9	33	15.1	68	18.0
3.	40-49	63	39.4	96	44.0	159	42.1
4.	50-59	39	24.4	70	32.1	109	28.8
5.	60-74	9	5.6	13	6.0	22	5.8
	Totals	160	100	218	100	378	100

M7 Group Class Standing

1.	1- 19	63	42.0	120	57.4	183	51.0
2.	20- 49	44	29.3	46	22.0	90	25.1
3.	50- 99	27	18.0	27	12.9	54	15.0
4.	100-199	10	6.7	15	7.2	25	7.0
5.	200-299	4	2.7	1	0.5	5	1.4
6.	300 +	2	1.3	0	0.0	2	0.6
	Totals	150	100	209	100	359	100

M8 Group Class Size

1.	< 100	25	16.7	38	18.2	63	17.5
2.	100-199	39	26.0	52	24.9	91	25.3
3.	200-299	49	32.7	60	28.7	109	30.4
4.	300-399	22	14.7	25	12.0	47	13.1
5.	400-499	8	5.3	15	7.2	23	6.4
6.	> 499	7	4.7	19	9.1	26	7.2
	Totals	**150**	**100**	**209**	**100**	**359**	**100**

M9 Group Major

1.	Agriculture	5	2.9	4	1.7	9	2.2
2.	Architecture	2	1.2	7	3.0	9	2.2
3.	Education	30	17.3	24	10.3	54	13.3
4.	Engineering	49	28.3	81	34.9	130	32.1
5.	Commerce & Ind.	29	16.8	49	21.1	78	19.3
6.	Liberal Arts	12	6.9	17	7.3	29	7.2
7.	Nursing	7	4.0	8	3.4	15	3.7
8.	Sciences	28	16.2	38	16.4	66	16.3
9.	Parks Recreation & Tourism Mgt.	11	6.4	4	1.7	15	3.7
	Totals	**173**	**100**	**232**	**100**	**405**	**100**

M10 Group Predicted GPR

1.	< 1.0	7	4.7	2	1.0	9	2.5
2.	1.0-1.49	10	6.8	11	5.3	21	5.9
3.	1.5-1.99	17	11.5	14	6.7	31	8.7
4.	2.0-2.49	84	56.8	109	52.2	193	54.1
5.	2.5-2.99	25	16.9	63	30.1	88	24.6
6.	3.0-3.49	5	3.4	8	3.8	13	3.6
7.	3.5-4.00	0	0.0	2	1.0	2	0.6
Totals		**148**	**100**	**209**	**100**	**357**	**100**

M11 Group Actual GPR

1.	< 1.0	14	8.3	0	0.0	14	3.5
2.	1.0-1.49	57	33.7	0	0.0	57	14.3
3.	1.5-1.99	69	40.8	0	0.0	69	17.3
4.	2.0-2.49	20	11.8	148	64.1	168	42.0
5.	2.5-2.99	4	2.4	46	19.9	50	12.5
6.	3.0-3.49	4	2.4	28	12.1	32	8.0
7.	3.5-4.0	1	0.6	9	3.9	10	2.5
	Totals	**169**	**100**	**231**	**100**	**400**	**100**

M12 Group Date Enrolled

1975	2	1.1	2	0.9	4	1.0
1976	1	0.6	8	3.4	9	2.2
1977	2	1.1	22	9.5	24	5.9
1978	5	2.8	16	6.9	21	5.1
1979	13	7.4	24	10.3	37	9.1
1980	12	6.8	35	15.1	47	11.5
1981	8	4.5	44	19.0	52	12.7
1982	22	12.5	48	20.7	70	17.2
1983	27	15.3	25	10.8	52	12.7
1984	30	17.0	7	3.0	37	9.1
1985	35	19.9	1	0.4	36	8.8
1986	18	10.2	0	0.0	18	4.4
1987	1	0.6	0	0.0	1	0.2
Totals	**176**	**100**	**232**	**100**	**408**	**100**

M13 Group Date Graduated

1.	1980 (Spr-Sum-Fall)		7	3.0	7	3.0
2.	1981 " " "		19	8.2	19	8.2
3.	1982 " " "		12	5.2	12	5.2
4.	1983 " " "		21	9.1	21	9.1
5.	1984 " " "		31	13.4	31	13.4
6.	1985 " " "		40	17.2	40	17.2
7.	1986 " " "		46	19.8	46	19.8
8.	1987 (Spr-Sum)		56	24.1	56	24.1
	Totals		**232**	**100**	**232**	**100**

M14 Group High School Rank

1.	Top 2%	13	8.7	45	20.9	58	15.9
2.	Top 10%	49	32.7	89	41.4	138	37.8
3.	Top 20%	46	30.7	46	21.4	92	25.2
4.	Top 50%	23	15.3	25	11.6	48	13.2
5.	Top 60%	19	12.7	10	4.7	29	7.9
	Totals	**150**	**100**	**215**	**100**	**365**	**100**

Campus Experience at Clemson

M16-27 For what reason(s) did you decide to attend Clemson?

M16 Academic reputation

1.	Checked	54	30.7	61	26.3	115	28.2
2.	Not Checked	122	69.3	171	73.7	293	71.8
	Totals	**176**	**100**	**232**	**100**	**408**	**100**

M17 Had the major I wanted

1. Checked	54	30.7	77	33.2	131	32.1
2. Not checked	122	69.3	155	66.8	277	67.9
Totals	176	100	232	100	408	100

M18 Family encouraged

1. Checked	12	6.8	8	3.4	20	4.9
2. Not checked	164	93.2	224	96.6	388	95.1
Totals	176	100	232	100	408	100

M19 Friends encouraged

1. Checked	14	8.0	11	4.7	25	6.1
2. Not checked	162	92.0	221	95.3	383	93.9
Totals	176	100	232	100	408	100

M20 High school teacher encouraged

1. Checked	4	2.3	6	2.6	10	2.5
2. Not checked	172	97.7	226	97.4	398	97.5
Totals	176	100	232	100	408	100

M21 Location

1. Checked	56	31.8	87	37.5	143	35.0
2. Not checked	120	68.2	145	62.5	265	65.0
Totals	176	100	232	100	408	100

M22 Financial Aid

1. Checked	0	0.0	2	0.9	2	0.5
2. Not checked	176	100.0	230	99.1	406	99.5
Totals	176	100	232	100	408	100

M23 Scholarship

1. Checked	5	2.8	10	4.3	15	3.7
2. Not checked	171	97.2	222	95.7	393	96.3
Totals	176	100	232	100	408	100

M24 Athletic Scholarship

1. Checked	23	13.1	18	7.8	41	10.0
2. Not checked	153	86.9	214	92.2	367	90.0
Totals	176	100	232	100	408	100

M25 Wanted an integrated setting

1.	Checked	2	1.1	0	0.0	2	0.5
2.	Not checked	174	98.9	232	100.0	406	99.5
	Totals	176	100	232	100	408	100

M26 University sponsored workshops

1.	Checked	25	14.2	21	9.1	46	11,3
2.	Not checked	151	85.8	211	90.9	362	88.7
	Totals	176	100	232	100	408	100

M27 Other (identify)

1.	Checked	48	27.3	83	35.8	131	32.1
2.	Not checked	128	72.7	149	64.2	277	67.9
	Totals	176	100	232	100	408	100

M28-29 Of the reasons you stated, which two were the most important?

M28

1.	Academic reputation	51	29.3	53	22.8	104	25.6
2.	Had the major I wanted	35	20.1	55	23.7	90	22.2
3.	Family encouraged	11	6.3	6	2.6	17	4.3
4.	Friends encouraged	10	5.7	8	3.4	18	4.4
5.	High school teacher encouraged	2	1.1	4	1.7	6	1.5
6.	Location	19	10.9	44	19.0	63	15.5
7.	Financial aid	0	0.0	1	0.4	1	0.2
8.	Scholarship	2	1.1	8	3.4	10	2.5
9.	Athletic scholarship	15	8.6	13	5.6	28	6.9
10.	Wanted integrated setting	1	0.6	0	0.0	1	0.2
11.	University sponsored workshops	13	7.5	13	5.6	26	6.4
12.	Other	15	8.6	27	11.6	42	10.3
	Totals	174	100	232	100	406	100

M29

1.	Academic reputation	0	0.0	4	3.4	4	2.0
2.	Had the major I wanted	15	17.9	19	16.0	34	16.7
3.	Family encouraged	1	1.2	1	0.8	2	1.0
4.	Friends encouraged	3	3.6	3	2.5	6	3.0
5.	High school teacher encouraged	0	0.0	1	0.8	1	0.5
6.	Location	30	35.7	31	26.1	61	30.0
7.	Financial aid	0	0.0	1	0.8	1	0.5
8.	Scholarship	2	2.4	0	0.0	2	1.0
9.	Athletic scholarship	5	6.0	6	5.0	11	5.4
10.	Wanted integrated setting	0	0.0	0	0.0	0	0.0
11.	University sponsored	10	11.9	8	6.7	18	8.9
12.	Other	18	21.4	45	37.8	63	31.0
	Totals	84	100	119	100	203	100

M30 Did you change your major while at Clemson?

1.	Yes	78	44.3	114	49.1	192	47.1
2.	No	98	55.7	118	50.9	216	52.9
	Totals	176	100	232	100	408	100

M31 Group If YES, how many times?

1.	One time	53	67.9	81	74.3	134	71.6
2.	Two times	19	24.4	20	18.3	39	20.9
3.	Three-Eight times	6	7.7	8	7.3	14	7.5
	Totals	78	100	109	100	187	100

M32 As a freshman, did you live on campus?

1.	Yes	151	87.8	198	86.1	349	86.8
2.	No	21	12.2	32	13.9	53	13.2
	Totals	172	100	230	100	402	100

M33 As a freshman, was your roommate Black?

1.	Yes	81	49.1	91	42.3	172	45.3
2.	No	84	50.9	124	57.7	208	54.7
	Totals	165	100	215	100	380	100

M34 Did you request a Black roommate?

1.	Yes	34	20.4	58	26.4	92	23.8
2.	No	133	79.6	162	73.6	295	76.2
	Totals	167	100	220	100	387	100

M35 Did you live on campus for most of your college years?

1.	Yes	134	77.9	184	81.1	318	79.7
2.	No	38	22.1	43	18.9	81	20.3
	Totals	172	100	227	100	399	100

M36 a. If YES, were there more than 20 Black students in your dorm?

1.	Yes	72	52.9	101	54.0	173	53.6
2.	No	64	47.1	86	46.0	150	46.4
	Totals	136	100	187	100	323	100

M37 b. If NO, did you live with parents or relatives?

1.	Yes	13	34.2	16	35.6	29	34.9
2.	No	25	65.8	29	64.4	54	65.1
	Totals	38	100	45	100	83	100

M38 Did you have Black roommates during the rest of your time at Clemson?

1.	Yes	115	67.6	145	66.2	260	66.8
2.	No	55	32.4	74	33.8	129	33.2
	Totals	170	100	219	100	389	100

M39 In your opinion, were there a sufficient number of Black students on campus to provide a satisfactory social life?

1.	Yes	74	42.5	98	43.2	172	42.9
2.	No	100	57.5	129	56.8	229	57.1
	Totals	174	100	227	100	401	100

M40 Did you socialize with Black students most of the time?

1.	Yes	135	78.5	174	77.3	309	77.8
2.	No	37	21.5	51	22.7	88	22.2
	Totals	172	100	225	100	397	100

M41-51 Did you participate in:

M41 Science Camp for Honors?

1.	Checked	2	1.1	0	0.0	2	0.5
2.	Not checked	174	98.9	232	100.0	406	99.5
	Totals	176	100	232	100	408	100

M42 Minority Engineering Workshop

1.	Checked	39	22.2	55	23.7	94	23.0
2.	Not checked	137	77.8	177	76.3	314	77.0
	Totals	176	100	232	100	408	100

M43 Orange Carpet Day?

1.	Checked	2	1.1	4	1.7	6	1.5
2.	Not checked	174	98.9	228	98.3	402	98.5
	Totals	176	100	232	100	408	100

M44 Black Student Week-end?

1.	Checked	73	41.5	138	59.5	211	51.7
2.	Not checked	103	58.5	94	40.5	197	48.3
	Totals	176	100	232	100	408	100

M45 Clemson University Society of Black Engineers?

1.	Checked	38	21.6	86	37.1	124	30.4
2.	Not checked	138	78.4	146	62.9	284	69.6
	Totals	176	100	232	100	408	100

M46 Student League for Black Identity (SLIBI)?

1.	Checked	11	6.3	49	21.1	60	14.7
2.	Not checked	165	93.8	183	78.9	348	85.3
	Totals	176	100	232	100	408	100

M47 Calhoun College?

1.	Checked	1	0.6	10	4.3	11	2.7
2.	Not checked	175	99.4	222	95.7	397	97.3
	Totals	176	100	232	100	408	100

M48 PAMOJA

1.	Checked	60	34.1	138	59.5	198	48.5
2.	Not checked	116	65.9	94	40.5	210	51.5
	Totals	176	100	232	100	408	100

M49 Gospel Choir

1.	Checked	52	29.5	73	31.5	125	30.6
2.	Not checked	124	70.5	159	68.5	283	69.4
	Totals	176	100	232	100	408	100

M50 Fraternity

1.	Checked	32	18.4	70	30.2	102	25.1
2.	Not checked	142	81.6	162	69.8	304	74.9
	Totals	174	100	232	100	406	100

M51 Sorority

1.	Checked	12	6.9	56	24.1	68	16.7
2.	Not checked	162	93.1	176	75.9	338	83.3
	Totals	174	100	232	100	406	100

M52 Group About how many campus organizations were you active in during your last year as a student at Clemson?

0.	None	80	45.5	38	16.4	118	28.9
1.	One	35	19.9	39	16.8	74	18.1
2.	Two	33	18.8	47	20.3	80	19.6
3.	Three	21	11.9	43	18.5	64	15.7
4.	Four-Nine	7	4.0	65	28.0	72	17.6
	Totals	176	100	232	100	408	100

M53 Group About how many extracurricular activities sponsored by Black student organizations did you participate in during your last year at Clemson?

0.	None	59	33.5	47	20.3	106	26.0
1.	1-4	56	31.8	91	39.2	147	36.0
2.	5-9	25	14.2	29	12.5	54	13.2
3.	10-14	14	8.0	26	11.2	40	9.8
4.	15-30	22	12.5	39	16.8	61	15.0
	Totals	176	100	232	100	408	100

M54 Did you ever run for office in campus organization?

1.	Yes	32	18.3	101	43.5	133	32.7
2.	No	143	81.7	131	56.5	274	67.3
	Totals	175	100	232	100	407	100

M55 Group If YES, how many?

1.	1	16	57.1	57	56.4	73	56.6
2.	2	7	25.0	22	21.8	29	22.5
3.	3-8	5	17.9	22	21.8	27	20.9
	Totals	28	100	101	100	129	100

M56 Group How many of these organizations were made up primarily of Black students?

0.	None	5	17.9	31	30.7	36	27.9
1.	1	16	57.1	46	45.5	62	48.1
2.	2-4	7	25.0	24	23.8	31	24.0
	Totals	28	100	101	100	129	100

M57 Did you ever hold leadership positions in campus organizations?

1.	Yes	34	19.5	120	51.7	154	37.9
2.	No	140	80.5	112	48.3	252	62.1
	Totals	174	100	232	100	406	100

M58 Group If YES, how many?

1.	1	25	75.8	74	62.2	99	65.1
2.	2-5	8	24.2	45	37.8	53	34.9
	Totals	33	100	119	100	152	100

M59 Group How many of these organizations were made up primarily of Black students?

0.	None	8	24.2	38	31.9	46	30.3
1.	1	19	57.6	60	50.4	79	52.0
2.	2-3	6	18.2	21	17.6	27	17.8
	Totals	33	100	119	100	152	100

M60-65 Did you feel that at Clemson there were:

...attempts to bring you into the mainstream of student life?

M60 by students

1.	Yes	73	41.7	84	37.3	157	39.3
2.	No	102	58.3	141	62.7	243	60.8
	Totals	175	100	225	100	400	100

M61 by faculty

1.	Yes	42	23.9	74	32.2	116	28.6
2.	No	133	75.6	156	67.8	289	71.2
3.	Some	1	0.6	0	0.0	1	0.2
	Totals	176	100	230	100	406	100

M62 by staff

1.	Yes	42	23.9	70	31.0	112	27.9
2.	No	134	76.1	156	69.0	290	72.1
	Totals	176	100	226	100	402	100

M63 ... professors who made you feel good about yourself?

1.	None	35	20.0	34	14.7	69	17.0
2.	Few	74	42.3	72	31.0	146	35.9
3.	Some	52	29.7	83	35.8	135	33.2
4.	Many	14	8.0	43	18.5	57	14.0
	Totals	175	100	232	100	407	100

M64 ... professors who took a real interest in you personally?

1.	None	50	28.6	39	16.8	89	21.9
2.	Few	95	54.3	127	54.7	222	54.5
3.	Some	24	13.7	44	19.0	68	16.7
4.	Many	6	3.4	22	9.5	28	6.9
	Totals	175	100	232	100	407	100

M65 ... good relations between Black and White students?

1.	None	33	19.0	26	11.4	59	14.7
2.	Few	21	12.1	31	13.6	52	12.9
3.	Some	96	55.2	132	57.9	228	56.7
4.	Many	24	13.8	39	17.1	63	15.7
	Totals	174	100	228	100	402	100

M66-71 Were there any serious racial problems or difficulties that affected Black students at Clemson during the time you attended here?

M66 Feelings of alienation

1.	Checked	91	51.7	146	63.5	237	58.4
2.	Not checked	85	48.3	84	36.5	169	41.6
	Totals	176	100	230	100	406	100

M67 Professors conveying the feeling that Black students are inferior

1.	Checked	60	34.1	89	38.5	149	36.6
2.	Not checked	116	65.9	142	61.5	258	63.4
	Totals	176	100	231	100	407	100

M68 White students conveying the feeling that Black students are inferior

1.	Checked	88	50.0	146	62.9	234	57.4
2.	Not checked	88	50.0	86	37.1	174	42.6
	Totals	176	100	232	100	408	100

M69 Professors not calling on Black students

1.	Checked	42	23.9	45	19.7	87	21.5
2.	Not checked	134	76.1	184	80.3	318	78.5
	Total	176	100	229	100	405	100

M70 Professors grading Black students lower than White students

1.	Checked	47	26.7	83	36.2	130	32.1
2.	Not checked	129	73.3	146	63.8	275	67.9
	Totals	179	100	229	100	405	100

M71 Other (Identify)

1.	Checked	67	39.6	106	46.3	173	43.5
2.	Not checked	102	60.4	123	53.7	225	56.5
	Totals	169	100	229	100	398	100

M72-79 Clemson has a higher dropout rate for Black students than for White students. Why do you think this is so?

M72 More family pressure

1.	Checked	16	9.1	28	12.1	44	10.8
2.	Not checked	160	90.9	204	87.9	364	89.2
	Totals	176	100	232	100	408	100

M73 Lack of special programs

1.	Checked	34	19.3	64	27.6	98	24.0
2.	Not checked	142	80.7	168	72.4	310	76.0
	Totals	176	100	232	100	408	100

M74 Lack of helpful Black faculty/staff

1.	Checked	55	31.3	92	39.7	147	36.0
2.	Not checked	121	68.8	140	60.3	261	64.0
	Totals	176	100	232	100	408	100

M75 Inferior quality of Black student academic preparation

1.	Checked	53	30.1	78	33.6	131	32.1
2.	Not checked	123	69.9	154	66.4	277	67.9
	Total	176	100	232	100	408	100

M76 Lack of perseverance

1.	Checked	22	12.5	58	25.0	80	19.6
2.	Not checked	154	87.5	174	75.0	328	80.4
	Totals	176	100	232	100	408	100

M77 Lack of Black students

1.	Checked	58	33.0	93	40.1	151	37.0
2.	Not checked	118	67.0	139	59.9	257	63.0
	Totals	176	100	232	100	408	100

M78 Lack of financial aid

1.	Checked	60	34.1	78	33.6	138	33.8
2.	Not checked	116	65.9	154	66.4	270	66.2
	Totals	176	100	232	100	408	100

M79 Other (Identify)

1.	Checked	109	61.9	191	82.3	300	73.5
2.	Not checked	67	38.1	41	17.7	108	26.5
	Totals	176	100	232	100	408	100

M80 As a student, how did you like Clemson?

1.	None	5	2.8	3	1.3	8	2.0
2.	.	6	3.4	2	0.9	8	2.0
3.	.	8	4.5	3	1.3	11	2.7
4.	.	9	5.1	19	8.2	28	6.9
5.	.	20	11.4	27	11.6	47	11.5
6.	.	24	13.6	25	10.8	49	12.0
7.	.	41	23.3	54	23.3	95	23.3
8.	.	34	19.3	61	26.3	95	23.3
9.	.	16	9.1	15	6.5	31	7.6
10.	A lot	13	7.4	23	9.9	36	8.8
	Totals	176	100	232	100	408	100

M81 How much racial discrimination (if any) did you feel that there was in the classroom?

1.	None	37	21.0	41	17.7	78	19.1
2.	.	22	12.5	39	16.8	61	15.0
3.	.	24	13.6	42	18.1	66	16.2
4.	.	32	18.2	25	10.8	57	14.0
5.	.	28	15.9	39	16.8	67	16.4
6.	.	12	6.8	13	5.6	25	6.1
7.	.	10	5.7	19	8.2	29	7.1
8.	.	6	3.4	9	3.9	15	3.7
9.	.	3	1.7	2	0.9	5	1.2
10.	A lot	2	1.1	3	1.3	5	1.2
	Totals	176	100	232	100	408	100

M82 How much racial discrimination (if any) did you feel that there was in the social activities?

1.	None	12	6.9	13	5.7	25	6.2
2.	.	11	6.3	13	5.7	24	6.0
3.	.	16	9.1	22	9.6	38	9.4
4.	.	20	11.4	27	11.8	47	11.7
5.	.	30	17.1	30	13.2	60	14.9
6.	.	13	7.4	24	10.5	37	9.2
7.	.	18	10.3	31	13.6	49	12.2
8.	.	27	15.4	30	13.2	57	14.1
9.	.	19	10.9	20	8.8	39	9.7
10.	A Lot	9	5.1	18	7.9	27	6.7
	Totals	175	100	228	100	403	100

M83 Were you ever taught by a Black instructor?

1.	Yes	41	23.3	95	40.9	136	33.3
2.	No	135	76.7	137	59.1	272	66.7
	Totals	176	100	232	100	408	100

M84 Did a Black faculty or staff member serve as advisor to any of the organizations to which you belonged?

1.	Yes	74	42.0	149	66.5	223	55.8
2.	No	102	58.0	75	33.5	177	44.3
	Totals	176	100	224	100	400	100

M85 Was there a Black faculty or staff member to whom you could go for advice at any time?

1.	Yes	78	44.3	141	60.8	219	53.7
2.	No	98	55.7	91	39.2	189	46.3
	Totals	176	100	232	100	408	100

M86 Have you ever taken a course at Clemson that deals with Black culture?

1.	Yes	25	14.2	25	11.0	50	12.4
2.	No	151	85.8	202	89.0	353	87.6
	Totals	176	100	227	100	403	100

M87 a. If YES, how many courses did you take?

1.	One	22	91.7	20	90.9	42	91.3
2.	Two	2	8.3	1	4.5	3	6.5
3.	Three	0	0.0	1	4.5	1	2.2
	Totals	24	100	22	100	46	100

M88-90 How would you characterize your relations with:

M88 White faculty?

1.	Very poor	6	3.4	1	0.4	7	1.7
2.	Poor	21	11.9	8	3.4	29	7.1
3.	Fair	69	39.2	68	29.3	137	33.6
4.	Good	75	42.8	128	55.2	203	49.8
5.	Excellent	5	2.8	27	11.6	32	7.8
	Totals	176	100	232	100	408	100

M89 White staff?

1.	Very poor	2	1.1	1	0.4	3	0.7
2.	Poor	21	11.9	14	6.2	35	8.7
3.	Fair	79	44.9	79	35.1	158	39.4
4.	Good	65	36.9	113	50.2	178	44.4
5.	Excellent	9	5.1	18	8.0	27	6.7
	Totals	176	100	225	100	401	100

M90 White students?

1.	Very poor	1	0.6	0	0.0	1	0.2
2.	Poor	9	5.1	8	3.5	17	4.2
3.	Fair	62	35.2	61	26.4	123	30.2
4.	Good	95	54.0	146	63.2	241	59.2
5.	Excellent	9	5.1	16	6.9	25	6.1
Totals		176	100	231	100	407	100

M91 Was there one faculty member, administrator, or staff member who was most influential in your studies?

1.	Yes	113	64.2	160	69.0	273	66.9
2.	No	63	35.8	72	31.0	135	33.1
	Totals	176	100	232	100	408	100

M92 a. If YES, was this person Black?

1.	Yes	29	25.0	23	14.6	52	19.0
2.	No	87	75.0	134	85.4	221	81.0
	Totals	116	100	157	100	273	100

M93-101 What were the major sources of funding for your college education?

M93 Parents earnings/savings

1.	Checked	55	31.3	78	33.6	133	32.6
2.	Not checked	121	68.8	154	66.4	275	67.4
	Totals	176	100	232	100	408	100

M94 Personal earnings/savings

1.	Checked	22	12.5	46	19.8	68	16.7
2.	Not checked	154	87.5	186	80.2	340	83.3
	Totals	176	100	232	100	408	100

M95 Spouse's earnings/savings

1.	Checked	1	0.6	2	0.9	3	0.7
2.	Not checked	175	99.4	230	99.1	405	99.3
	Totals	176	100	232	100	408	100

M96 Federal/university loans

1.	Checked	58	33.0	74	31.9	132	32.4
2.	Not checked	118	67.0	158	68.1	276	67.6
	Totals	176	100	232	100	408	100

M97 Federal/university grants

	1. Checked	64	36.4	65	28.0	129	31.6
	2. Not checked	112	63.6	167	72.0	279	68.4
*	Totals	176	100	232	100	408	100

M98 Athletic scholarship

	1. Checked	26	14.8	25	10.8	51	12.5
	2. Not checked	150	85.2	207	89.2	357	87.5
	Total	176	100	232	100	408	100

M99 Academic scholarship

	1. Checked	14	8.0	44	19.0	58	14.2
	2. Not checked	162	92.0	188	81.0	350	85.8
	Totals	176	100	232	100	408	100

M100 Veteran's benefits

	1. Checked	3	1.7	1	0.4	4	1.0
	2. Not checked	173	98.3	231	99.6	404	99.0
	Totals	176	100	232	100	408	100

M101 Other

	1. Checked	16	9.1	38	16.4	54	13.2
	2. Not checked	160	90.9	194	83.6	354	86.8
	Totals	176	100	232	100	408	100

M102 Were the financial services of Clemson adequate to meet your financial needs?

	1. Yes	105	61.8	135	69.6	240	65.9
	2. No	65	38.2	59	30.4	124	34.1
	Totals	170	100	194	100	364	100

M103 Did you make use of any tutorial services?

	1. Yes	61	34.7	62	26.8	123	30.2
	2. No	115	65.3	169	73.2	284	69.8
	Totals	176	100	231	100	407	100

M104 If YES, were the tutorial services:

	1. Free	51	89.5	56	93.3	107	91.5
	2. Paid	5	8.8	3	5.0	8	6.8
	3. Both	1	1.8	1	1.7	2	1.7
	Totals	57	100	60	100	117	100

M105 Did you use the counseling services at Clemson?

1. Yes	65	36.9	62	26.8	127	31.2
2. No	111	63.1	169	73.2	280	68.8
Totals	176	100	231	100	407	100

M106-107 Which office, program, or organization did you find most helpful in your academic and social adjustment to the university?

M106 First Answer

1. None	75	43.4	130	56.3	205	50.7
2. Tiger Band	3	1.7	1	0.4	4	1.0
3. Gospel Choir	15	8.7	17	7.4	32	7.9
4. Engineering workshop	2	1.2	1	0.4	3	0.7
5. Admissions	4	2.3	0	0.0	4	1.0
6. Athletic advisors	9	5.2	4	1.7	13	3.2
7. Other advisors/ counseling center/ tutorial students	13	7.5	7	3.0	20	5.0
8. Fraternity/sorority	12	6.9	14	6.1	26	6.4
9. All other answers	40	23.1	57	24.7	97	24.0
Totals	173	100	231	100	404	100

M107 Second Answer

1. None	1	14.3	0	0.0	1	4.0
4. Engineering workshop	1	14.3	0	0.0	1	4.0
8. Fraternity/sorority	2	28.6	2	11.1	4	16.0
9. All other answers	3	42.9	16	88.9	19	76.0
Total	7	100	18	100	25	100

M108 The University helped me to feel that I am a person of worth, at least on a plane with others.

1. Strongly disagree	7	4.0	5	2.2	12	2.9
2. Disagree	38	21.6	43	18.5	81	19.9
3. Neutral	32	18.2	38	16.4	70	17.2
4. Agree	85	48.3	107	46.1	192	47.1
5. Strongly agree	14	8.0	39	16.8	53	13.0
Total	176	100	232	100	408	100

M109 The University helped me to feel that I am able to do things as well as most other people.

1. Strongly disagree	7	4.0	3	1.3	10	2.5
2. Disagree	35	19.9	34	14.7	69	16.9
3. Neutral	37	21.0	37	15.9	74	18.1
4. Agree	77	43.8	119	51.3	196	48.0
5. Strongly agree	20	11.4	39	16.8	59	14.4
Totals	176	100	232	100	408	100

M110 Experience that I had at the University made me feel that I am a person of worth.

1. Strongly disagree	7	4.0	2	0.9	9	2.2
2. Disagree	34	19.3	20	8.6	54	13.2
3. Neutral	25	14.2	26	11.2	51	12.5
4. Agree	88	50.0	130	56.0	218	53.4
5. Strongly agree	22	12.5	54	23.3	76	18.6
Totals	176	100	232	100	408	100

M111 Experiences that I had at the University helped me to develop a more positive attitude toward myself.

1. Strongly disagree	4	2.3	5	2.2	9	2.2
2. Disagree	40	22.7	21	9.1	61	15.0
3. Neutral	25	14.2	28	12.1	53	13.0
4. Agree	81	46.0	112	48.3	193	47.3
5. Strongly agree	26	14.8	66	28.4	92	22.5
Totals	176	100	232	100	408	100

M112 The negative experiences at the University motivated me to try harder.

1. Strongly disagree	2	1.1	0	0.0	2	0.5
2. Disagree	29	16.5	12	5.2	41	10.0
3. Neutral	16	9.1	15	6.5	31	7.6
4. Agree	80	45.5	124	53.4	204	50.0
5. Strongly agree	49	27.8	81	34.9	130	31.9
Totals	176	100	232	100	408	100

M113 Did you receive encouragement from a high school teacher or counselor to attend college?

1. Yes	156	88.6	195	84.1	351	86.0
2. No	20	11.4	37	15.9	57	14.0
Totals	176	100	232	100	408	100

M114 Did you participate in any Clemson sponsored programs while you were a high school student?

1. Yes	59	33.5	68	29.3	127	31.1
2. No	117	66.5	164	70.7	281	68.9
Totals	176	100	232	100	408	100

M115 Did your parents back you in your college plans?

1. Yes	170	96.6	228	98.3	398	97.5
2. No	6	3.4	4	1.7	10	2.5
Totals	176	100	232	100	408	100

M116 Until you turned 18, had you spend most of your life in South Carolina?

1.	Yes	127	72.2	186	80.2	313	76.7
2.	No	49	27.8	46	19.8	95	23.3
	Totals	176	100	232	100	408	100

M117-118 Group What was the highest number of years of education completed by:

M117 Group your father?

1.	2-6	7	4.2	12	5.4	19	4.9
2.	7-11	27	16.2	46	20.5	73	18.7
3.	12	74	44.3	70	31.3	144	36.8
4.	13-15	27	16.2	31	13.8	58	14.8
5.	16	20	12.0	28	12.5	48	12.3
6.	17-21	12	7.2	37	16.5	49	12.5
	Totals	167	100	224	100	391	100

M118 Group and/or your mother?

1.	3-6	4	2.3	5	2.2	9	2.2
2.	7-11	21	12.1	25	10.9	46	11.4
3.	12	81	46.6	87	37.8	168	41.6
4.	13-15	33	19.0	28	12.2	61	15.1
5.	16	26	14.9	42	18.3	68	16.8
6.	17-21	9	5.2	43	18.7	52	12.9
	Totals	174	100	230	100	404	100

M119 If 11 years, ask if received high school diploma?

1.	Yes	137	81.1	204	89.9	341	86.1
2.	No	32	18.9	23	10.1	55	13.9
	Totals	169	100	227	100	396	100

M120 Are you an only child?

1.	Yes	13	7.4	18	7.8	31	7.6
2.	No	163	92.6	214	92.2	377	92.4
	Totals	176	100	232	100	408	100

M121 If NO, how many children are in your family?

1.	1-2	38	23.3	52	24.3	90	23.9
2.	3-4	76	46.6	74	34.6	150	39.8
3.	5-6	32	19.6	48	22.4	80	21.2
4.	7-9	12	7.4	29	13.6	41	10.9
5.	10-15	5	3.1	11	5.1	16	4.2
	Totals	163	100	214	100	377	100

M127-128 Group What were your parents' occupations while you were at Clemson?

M127 Group Father:

1.	Non-working	27	16.7	34	15.2	61	15.8
2.	Prof & Tech	29	17.9	69	30.8	98	25.4
3.	Manager, Official, Proprietors, other white collar	21	13.0	25	11.2	46	11.9
4.	Clerical	2	1.2	0	0.0	2	0.5
5.	Blue collar	73	45.1	83	37.1	156	40.4
6.	Service and other	10	6.2	13	5.8	23	6.0
	Totals	162	100	224	100	386	100

M128 Group Mother:

1.	Non-working	40	22.9	52	22.4	92	22.6
2.	Prof & Tech	50	28.6	79	34.1	129	31.7
3.	Manager, Official, Proprietors, other white collar	16	9.1	15	6.5	31	7.6
4.	Clerical	16	9.1	13	5.6	29	7.1
5.	Blue collar	32	18.3	41	17.7	73	17.9
6.	Service and other	21	12.0	32	13.8	53	13.0
	Totals	175	100	232	100	407	100

M129 Did you transfer to another college after you left Clemson?

1.	Yes	75	42.6	75	42.6
2.	No	101	57.4	101	57.4
	Totals	176	100	176	100

M130 If YES, did you graduate from college?

1.	Yes	22	32.4	22	32.4
2.	No	22	32.4	22	32.4
3.	Still in	24	35.3	24	35.3
	Totals	68	100	68	100

M131-132 If YES, what factors helped you to succeed at our new college?

M131 First Answer

1. Determination/personal motivation to prove	7	16.7	7	16.7
2. New school environment	5	11.9	5	11.9
3. Own financing/or other financing	3	7.1	3	7.1
4. Black school & related factors or more Black students	4	9.5	4	9.5
5. Better school environ.	2	4.8	2	4.8
6. Better attitudinal environment w/school and/or family	6	14.3	6	14.3
7. Smaller classes	3	7.1	3	7.1
8. Live at home/close to home	6	14.3	6	14.3
9. Personal factors, etc.	6	14.3	6	14.3
Totals	42	100	42	100

M132 Second Answer

1. Determination/personal motivation to prove	4	28.6	4	28.6
4. Black school & related factors or more Black students	1	7.1	1	7.1
6. Better attitudinal environment w/school and/or family	4	28.6	4	28.6
7. Smaller classes	1	7.1	1	7.1
8. Live at home/close to home	2	14.3	2	14.3
9. Personal factors, etc.	2	14.3	2	14.3
Totals	14	100	14	100

M133 Did you attend graduate school?

1. Yes	60	25.9	60	25.9
2. No	172	74.1	172	74.1
Totals	232	100	232	100

M134 If YES, where did you attend graduate school?

1.	Clemson	11	18.3	11	18.3
2.	USC	13	21.7	13	21.7
3.	University of Florida	1	1.7	1	1.7
4.	Citadel	4	6.7	4	6.7
5.	Georgia College	2	3.3	2	3.3
6.	Other Georgia schools	9	15.0	9	15.0
7.	Columbia University	1	1.7	1	1.7
8.	Other South Carolina schools	5	8.3	5	8.3
9.	All others	14	23.3	14	23.3
	Totals	60	100	60	100

M135 If NO, do you plan to attend graduate school in the future?

1.	Yes	135	78.9	135	78.9
2.	No	34	19.9	34	19.9
3.	Don't know	2	1.2	2	1.2
	Totals	171	100	171	100

M136 People use different words to refer to people of our race. How do you identify yourself?

1.	Negro	14	8.0	7	3.0	21	5.1
2.	Afro-American	4	2.3	2	0.9	6	1.5
3.	African American	0	0.0	1	0.4	1	0.2
4.	Black	138	78.4	192	82.8	330	80.9
5.	Black American	18	10.2	28	12.1	46	11.3
6.	African	1	0.6	0	0.0	1	0.2
7.	Negro & Black American	1	0.6	1	0.4	2	0.5
8.	Multi Ethnic	0	0.0	1	0.4	1	0.2
	Totals	176	100	232	100	408	100

M137 How much power or influence do you think Black people have in American life and politics? Would you say they had:

1.	A great deal of power	11	6.3	25	10.8	36	8.8
2.	A lot	37	21.0	42	18.1	79	19.4
3.	only a little	116	65.9	149	64.2	265	65.0
4.	none at all	3	1.7	9	3.9	12	2.9
5.	don't know	9	5.1	7	3.0	16	3.9
	Totals	176	100	232	100	408	100

M138 I am sometimes limited by false assumptions or expectations that others hold about me because of my race.

1.	Strongly disagree	16	9.1	15	6.5	31	7.6
2.	Disagree	48	27.3	53	22.8	101	24.8
3.	Neutral	13	7.4	11	4.7	24	5.9
4.	Agree	74	42.0	103	44.4	177	43.4
5.	Strongly agree	25	14.2	50	21.6	75	18.4
	Totals	176	100	232	100	408	100

M139 In college, I socialized with my race by sitting in the loggia, the section of the cafeteria, football stadium, or basketball gym, that was all black.

1.	Strongly disagree	18	10.2	17	7.3	35	8.6
2.	Disagree	47	26.7	63	27.2	110	27.0
3.	Neutral	14	8.0	18	7.8	32	7.8
4.	Agree	76	43.2	92	39.7	168	41.2
5.	Strongly agree	21	11.9	42	18.1	63	15.4
	Totals	176	100	232	100	408	100

M140 All Blacks will face discrimination that can't be solved by individual effort alone.

1.	Strongly disagree	8	4.5	8	3.4	16	3.9
2.	Disagree	37	21.0	49	21.1	86	21.1
3.	Neutral	17	9.7	10	4.3	27	6.6
4.	Agree	72	40.9	101	43.5	173	42.4
5.	Strongly agree	42	23.9	64	27.6	106	26.0
	Totals	176	100	232	100	408	100

M141 In order to overcome discrimination, individual Blacks must be better trained and better qualified than the most qualified White person.

1.	Strongly disagree	3	1.7	5	2.2	8	2.0
2.	Disagree	30	17.0	40	17.2	70	17.2
3.	Neutral	10	5.7	19	8.2	29	7.1
4.	Agree	76	43.2	93	40.1	169	41.4
5.	Strongly agree	57	32.4	75	32.3	132	32.4
	Totals	176	100	232	100	408	100

M142 If a Black only tries hard enough, he can get ahead despite opposition from Whites.

1.	Strongly agree	52	29.5	55	23.7	107	26.2
2.	Agree	91	51.7	99	42.7	190	46.6
3.	Neutral	9	5.1	29	12.5	38	9.3
4.	Disagree	22	12.5	40	17.2	62	15.2
5.	Strongly disagree	2	1.1	9	3.9	11	2.7
	Totals	176	100	232	100	408	100

M143 Blacks have the same opportunities as Whites.

1.	Strongly agree	11	6.3	9	3.9	20	4.9
2.	Agree	28	15.9	33	14.2	61	15.0
3.	Neutral	23	13.1	21	9.1	44	10.8
4.	Disagree	89	50.6	113	48.7	202	49.5
5.	Strongly disagree	25	14.2	56	24.1	81	19.9
	Totals	176	100	232	100	408	100

M144 Many Blacks have not prepared themselves to make use of the opportunities that come their way.

1.	Strongly agree	34	19.3	47	20.3	81	19.9
2.	Agree	98	55.7	127	54.7	225	55.1
3.	Neutral	13	7.4	16	6.9	29	7.1
4.	Disagree	29	16.5	33	14.2	62	15.2
5.	Strongly disagree	2	1.1	9	3.9	11	2.7
	Totals	176	100	232	100	408	100